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ABSTRACT

This curriculum guide contains instructional materials in English as a Second Language to aid instructors in using life managing skills as the basis for building English language skills on both beginning and intermediate levels. The following six units are included in the guide: jobs, community resources, consumer education, health and safety, government and law, and telephone usage. Each unit contains an introduction with directions for getting materials or information needed; objectives for beginning and intermediate levels; pre/posttest; instructional strategy planning, activity suggestions, and resources; building vocabulary and concepts; putting the words and ideas into action; and pictures. The materials are printed in loose-leaf form for use in a three-ring binder. (KC)

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E S L / A P L

Instructional Resources for Integrating Life Skills into the ESL Curriculum

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ADULT BASIC EDUCATION PROGRAM
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NEW MEXICO STATE UNIVERSITY

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PREFACE

Think for a moment, how you would feel if you migrated to a country where you did not know the language, customs, money system, transportation services, medical care availability, etc. How much power and control over your new life would you have? How would you cope?

First, you might seek out others from your country who migrated earlier, and learn as much as possible from their experiences. If there are large numbers of people there from your native country, then you may be able to survive reasonably well without learning the new language. However, sooner or later you will perceive barriers in choices -- employment, promotion, health care, shopping, obtaining residence outside of certain areas, identifying and using the full range of community resources available. On the other hand, if there are only a few others from your native country, your range of resources and your control over situations is much more limited. You quickly perceive that in order to survive, protect yourself, maintain or increase your previous standard of living, learning the new language and customs as quickly as possible is vital to your well being.

Thousands of new immigrants face these situations and decisions daily in the United States. Because they lack knowledge of English, our money system, our customs, etc., they are easy prey for unscrupulous persons who creatively cheat the new immigrant out of money, goods and services, a sense of security, and rights that are guaranteed under the Constitution and laws of these United States.

Thus, the purpose of these instructional materials in English as a Second Language is to use the framework of survival skills, or Life Managing Skills, as the basis for building English language skills. The APL knowledge areas provide the context. These include: Jobs, Community Resources, Consumer Education, Health and Safety, Government and Law, and Telephone Usage. While there are literally thousands of topics in each area, the ones selected were chosen on the basis of surveys made of more than 300 adults in ESL classes and on the experiences of 25 veteran ESL instructors.

The original 310 Project, "Developing ESL Simulation Kits Based on APL Competencies," generated more than 1500 pieces of instructional materials -- flannel boards, pictures, symbols and words to be used on the flannel boards, print material, cassette tapes, and various other free and low cost references and resources found locally. The kits -- each one in a suitcase -- covered three instructional levels: Beginning, Intermediate and Advanced ESL. However, we found that many of the new commercial APL materials appearing on the market are quite appropriate for an advanced ESL level; consequently, these ESL materials condensed from the kits are aimed at Beginning and Intermediate ESL levels. These, of course, can be broken down again.

COMMENTS ON USING THESE MATERIALS:

1. Since there are many "right" ways of teaching ESL, these materials can be used in a variety of ways -- in whole, in part, or for ideas.

2. The order of presentation is to be determined by you. However, in making this determination, we recommend that you base your decisions on what the students need. Set your priorities based on personal, local and state criteria. For example, if your students are looking for work, then starting with the "Jobs" section would be logical. Or, if your students are newly arrived, then "Community Resources" and "Telephone Usage" might be logical places to begin.

3. In many ESL and ABE materials, printed recently, we are accustomed to seeing non-English names. In these materials, however, names of people used were chosen based on the difficulty of the sounds the new English speaker is to master. Certain consonant blends, and vowel consonant combinations are very hard to produce. Names with these sounds were purposely selected so that the students could gain practice with these sounds.

4. These materials are printed in a loose-leaf form so that you may put them in a three-ring binder. Thus, you can remove desired material for copying, rewriting and instructional use. In addition, you can supplement or add lessons to the sections that suit the needs of your particular students.

5. We recommend that you purchase, construct, or borrow a flannel board to display pictures, symbols, vocabulary, etc. If you teach in a rural area, it may not be possible to actually take your students to visit stores, libraries, public health offices, etc. But with visuals you can at least assist the student in making the lessons more real. It is also helpful to bring in actual items -- clocks, newspapers, grocery items to

compare labels and prices, etc. Finally, do not hesitate to call local community resource persons. Our experiences have shown that representatives from the local Legal Services Office, the Social Security Office, the Family Planning Agencies, the Cooperative Extension Service, and many, many others are ready, willing and able to come to your classes, make presentations, distribute free pamphlets and literature, and answer questions. All it takes is a phone call from you and a follow-up thank you letter. What it does for the students is help them realize they are important, and their thoughts, decisions and choices are of value to community leaders.

6. It will be necessary for you to preview each section and lesson carefully before you use it. You may need to look up phone numbers, for example of local police, fire, community resources; search out local offices of legal aid societies, public health offices, etc. Nothing turns students off more than having the teacher be unprepared in class. Take the time to make the material yours.

7. The principal benefit of the development of these materials was for the four instructors who created them. They grappled with the concepts, with how to present them and with how to break them down to beginning levels. It was through this intense interaction with the concepts, that the benefits occurred for them as curriculum developers and as instructors. Consequently, the more that you modify, adapt, supplement and adjust the materials to suit the needs of your students and your own teaching styles, the more useful these materials will be to you. As we all know, there are few texts that serve all the needs, priorities and emphases desired by the instructor or students in any field of endeavor. Make these materials yours -- make them work for you.

INSTRUCTIONAL SEQUENCE OF DEVELOPMENT

Within the structure of each section, we recommend the following sequence:

1. Presentation of vocabulary and concepts. Drill.
2. Application of the vocabulary and concepts in practical, real-life conversational situations. Dialogs, questions-answers, etc.
3. Implications of these concepts to the students' own lives. Discussions. Examples of sequential progressions are included in each unit.

Frequently, in ESL classes, instructors do an excellent job of

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drilling vocabulary and concepts, a good job of practicing phrases and short conversations using the vocabulary and concepts, and all too frequently ignore the implications of these concepts to the lives and life styles of their students. This area involves feeling, valuing, decision making, planning and managing their lives rather than just coping with circumstances. It is this third phase that enables the new immigrants learning English to consciously determine what their new life styles in the United States will be.

This project has been an exciting one to develop. It has generated much enthusiasm locally and statewide. The benefits of such a development project for a local ABE program far outweigh the extra burdens of expense, time, innumerable little decisions to make and almost continuous attention to the project. The enthusiasm, the growing feeling of professionalism, the creativity, the development of deep friendships and mutual respect among the instructors have added strong dimensions to this Adult Basic Education Program.

Since this project was a labor of love -- the total expense of this project was under $5000.00 -- all concerned are deeply interested in your reactions to it. Please write and tell us what you think, how you have used these materials, how effective they were for you, suggestions for improvement, other materials you have found that work well in these areas, etc.

Write to:
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Or Call: (505) 646-2231

I will be sure to pass along all your comments to the four instructors who developed this curriculum.

TELEPHONE UNIT

Introduction

The primary objective of this unit is to effect the use of the telephone by the learner. Secondary objectives are to insure the learner's ability to speak, understand, read and write sufficiently to relay information through or received from the use of the telephone.

The difficulty that people of limited English speaking ability have in understanding and speaking on the telephone is mostly brought about because the persons cannot see the facial expressions and gestures of the person to whom they are speaking. This unit has proposed activities to develop and reinforce the confidence the student needs to use the telephone at all times. Among these, are the use of teletrainers, dialogues, use of a situation-setting flannel board, and readings.

Getting Your Act Together:

1. Preview test and instructional materials carefully.
2. Look up all telephone numbers relevant to your area.
3. Obtain teletrainers and familiarize yourself with the mechanics of the teletrainers.
4. If your local telephone office does not have teletrainers available for loan, call 1-800-432-9194 in New Mexico and talk with Mountain Bell's Education Relations Representative.
5. Get several local telephone directories through your local telephone business office.

Planning the Outcomes

Objectives

Beginners Level

1. Beginners Level - Incoming Calls - At the Beginners Level, the student will be able to:
    - a. Understand the importance of having writing materials at hand.
    - b. Answer the telephone.
    - c. Talk on the phone if call is for self.
    - d. Have person calling hold until she/he calls person to phone.
    - e. Explain that person called is not in.
    - f. Take a simple message with phone number and name.
    - g. Handle a wrong number.

2. Beginners Level - Outgoing Calls - At the Beginners Level, the student will be able to:
    - a. Prepare to make a phone call and know the name, number and purpose.
    - b. Recognize telephone sounds: dial tone, dialing, ring, busy signal, discontinued number recording.
    - c. Identify self, state purpose, and leave message.
    - d. Handle wrong number.
    - e. Handle children who answer the phone.
    - f. Use pay phone.
    - g. Handle emergency calls and give simple clear directions.

Intermediate Level

1. Intermediate Level - Incoming Calls - At the Intermediate Level the student will be able to:
    - a. Understand the importance of having writing materials at hand.
    - b. Answer the telephone by giving the phone number.
    - c. Understand the importance of not giving out too much information to caller.
    - d. Talk on the phone if call is for self.
    - e. Have person calling hold until student calls person to phone.
    - f. Explain that person called is not in.
    - g. Take a simple message with name, number and purpose.
    - h. Handle a wrong number.
    - i. Recognize an emergency call.
    - j. Have caller identify self.

2. Intermediate Level - Outgoing Calls - At the intermediate Level the student will be able to:

   a. Be prepared to make a telephone call and be able to use the white pages of the telephone directory.
   b. Be able to recognize telephone sounds.
   c. Make operator long distance calls.
   d. Make emergency calls such as to: animal control, poison control, drug information center, utilities, and etc.
   e. Identify self, state purpose, and leave message.
   f. Handle wrong number.
   g. Handle children who answer phone.
   h. Use pay phone.
   i. Handle emergency calls by giving and understanding instructions and directions.
   j. Use a party line and the etiquette involved.

Finding Out What Your Students Already Know

Pre/Post Test - All Levels

INSTRUCTOR DIRECTIONS FOR TEST SITUATIONS:

1. The tests will require individual attention for each student.
2. Place each phone call on the teletrainers with the instructor as caller for incoming calls and the student as a caller for outgoing calls.
3. Explain these situations to the student and then he/she can give his/her responses.
4. Responses may vary and instructors judge whether the responses given are adequate.
5. Before making a call the student provides himself/herself with phone number and writing materials.
6. During the test calls, vary the telephone sounds to include all areas (dial tone, ring, busy signal and discontinued number recording) in order to test student's ability to recognize and cope with the situations.
7. Flannel board can be used to portray some situations to help the student visualize the situation.
8. As the student responds to the test material check the chart under all skills the student has already grasped. Study areas are determined according to the areas left blank on the chart. Students should be able to handle all skills upon completion of the unit.
9. As students can not be expected to make these exact responses, the dialogues are merely examples and may be used later as class dialogues.

PRE/POST TEST

SUGGESTED RESPONSES: Beginners Level

Beginners Incoming Calls

a. Situation One:

1) Directions: the caller wants to speak to the student, how would be respond?

2) Suggested dialogue:
Instructor: (Ring)
Student: Hello
Instructor: May I speak to (student)?
Student: This is (name).

b. Situation Two:

1) Directions: the caller wants to speak to someone the student must go find, how would he respond?

2) Suggested dialogue:
Instructor: (Ring)
Student: Hello
Instructor: May I speak to Joe, please?
Student: Would you please wait while I get him?
Instructor: Yes, Thank you.

c. Situation Three:

1) Directions: the caller wants to speak to someone who is not there, how would he respond (the student would be able to ask for and take the name and number of the caller)

2) Suggested dialogue:
Instructor: (Ring)
Student: Hello
Instructor: May I speak to Mrs. Bridges?
Student: I'm sorry, Mrs. Bridges is not here now. May I have your name and phone number and have her call you back?
Instructor: This is Mrs. Patton from Sears.
Student: Would you spell that please.
Instructor: P-A-T-T-O-N from Sears and the number is 524-9661.
Student: This is 524-9661. I'll tell her when she comes in.
Instructor: That's right. Goodbye.
Student: Goodbye.

d. Situation Four:

1) Directions: the caller asks for someone who doesn't live there, how would he respond?

2) Suggested dialogue:
Instructor: (Ring)
Student: Hello.
Instructor: May I speak to Pat, please?
Student: I'm sorry, you must have the wrong number.
Instructor: I'm sorry to have bothered you.
Student: That's all right.

2. Beginners Outgoing Calls

a. Situation One:

1) Directions: the student calls the doctor to make an appointment for his child (must identify self, state purpose, and record response).

2) Suggested dialogue:
Student: Places call.
Instructor: Doctor Peters' office.
Student: This is (student). I need to make an appointment for my daughter, (child), to get her booster shots for school.
Instructor: Has (child's name) been a patient here before?
Student: Yes.
Instructor: Would Tuesday at 10:15 be all right?
Student: Yes, Tuesday at 10:15 will be fine.
Instructor: We'll see you Tuesday then, Good-bye.
Student: Good-bye.

b. Situation Two:

1) Directions: the student calls a friend to arrange a meeting but finds him away (must identify self and purpose and leave a message).

2) Suggested dialogue:
Student: Places call.
Instructor: Hello.
Student: Is (friend's name) there?
Instructor: No, he's not here right now, may I take a message?
Student: Yes, this is (student). I want to tell him we are to meet at 5 o'clock.
Instructor: I'll tell him when he comes in.
Student: Thank you, good-bye.
Instructor: Good-bye.

c. Situation Three:

1) Directions: the student dials a wrong number.

2) Suggested dialogue:
Student: Places call
Instructor: Hello
Student: May I speak to (friend), please?
Instructor: I'm sorry, you must have dialed the wrong number, this is 524-3678.
Student: I'm calling 523-3678. I'm sorry for bothering you.
Instructor: That's all right.

d. Situation Four:

1) Directions: the student calls a friend and a child answers the phone.

2) Suggested dialogue:
Student: Places call.
Instructor: Hello. (child's voice)

Student: May I speak to (friend), please?
Instructor: Today, my Mommy and I went to the store and I bought some gum and I rode the horse...
Student: (Interrupt as soon as possible) is (friend) there?
Instructor: Yes - I fell down at Grandma's on the sidewalk and cut my knee and Grandma had to patch it and it hurt ....
Student: (Interrupt) Please GO GET (friend) NOW!
Instructor: Okay.

e. Situation Five:

1) Directions: the student calls home from a pay phone (must know to pick up receiver, put in money, wait for dial tone, dial, if busy, money returned).

2) Suggested dialogue:
Student: Goes to phone, picks up receiver, puts in money, gets dial tone, dials, gets busy signal, gets money back, re-dials, rings.
Instructor: Hello
Student: (Message for Mother).
Instructor: Okay, thanks for calling. Bye.
Student: Bye.

f. Situation Six:

1) Directions: the student's house is on fire and one of the family is overcome by smoke. (Must dial "0" or "911", must give name, telephone number, complete address with directions if in rural area, and complete reason for call. Must be able to repeat any instructions given.

2) Suggested dialogue:
Student: Dials "0" or "911"
Instructor: Operator (or 911)
Student: My house is on fire and my sister's unconscious. This is (name), my address is (____________), my phone number is (_____________).

1. Intermediate Incoming Calls

a. Situation One:

1) Directions: A stranger is calling (student knows not to answer questions)

2) Suggested dialogue:
Student: Hello.
Instructor: Who is this?
Student: Who are you calling?
Instructor: What number is this?
Student: What number are you calling?

b. Situation Two:

1) Directions: Your boss is not home. The principal calls for your boss about her child. (Student finds out who is calling, checks urgency of call and makes attempt to contact

boss but not give out number).

2) Suggested dialogue:
Student: Hello.
Instructor: Hello, is Mrs. Charms there? This is Mrs. Sharey from Central School.
Student: I'm sorry, Mrs. Charms is not here. Is there any message I can give her?
Instructor: No, I just want to know why Carol has not been in school for two days. Is there some number I can call her at?
Student: If you would like, I will call Mrs. Charms immediately and have her call you back.
Instructor: Okay, then I will wait for her call.
Student: I'll ask her to call you right back. Thank you.

2. Intermediate Outgoing Calls:

a. Situation One:

1) Directions: The student calls animal control to get a sick stray dog picked up. (Student must look up number in white pages, explain the situation and give directions to his/her house and location of animal.)

2) Suggested dialogue:
Student: Places call.
Instructor: Hello (Police Dept., or Humane Society)
Student: Hello, this (Name) (Phone No.) (Situation)
Instructor: We'll send someone right out. Get all the children off the street and keep everyone away from the animal.
Student: Please repeat. Thank you, good-bye.

b. Situation Two:

1) Directions: The student places a long distance, collect call to brother in Dodge City, Kansas (goes through operator, has name and number he/she wants and name and number calling from).

2) Suggested dialogue:
Student: Places call.
Instructor: Operator
Student: I'd like to place a collect, long distance call to (name, number, and city). This is (name and number.)
Instructor: Repeat your name and number (or ask for information not given).

c. Situation Three:

1) Directions: Student needs to make an emergency call and another party is using the line. (Student is aware of party line etiquette).

2) Suggested dialogue:
Student: I need to make an emergency call, would you please hang up?

Pre-test: Check entry skills students have

Post-test: Check skills at completion of unit

							Names	SKILLS
							Beginning Level	Incoming Calls 1. Understand the importance of having writing materials at hand
								2. Answer the telephone by giving phone number
								3. Talk on phone if call is for self
								4. Have person calling hold until learner calls person to phone
								5. Explain that person called is not in
								6. Take simple message with name, number
								7. Handle wrong number
								Outgoing Calls 8. Prepare to make call by knowing name, number and purpose
								9. Recognize telephone sounds
								10. Identify self, state purpose, and leave message if necessary
								11. Handle wrong number
								12. Handle children
								13. Use pay phone
								14. Handle emergency calls and give simple clear directions
							Intermediate Level	Incoming Calls 15. Understand importance of not giving out too much information to caller
								16. Recognize emergency calls
								17. Have caller identify self
								Outgoing Calls 18. Make call by using white pages of directory
								19. Make operator long distance call
								20. Make emergency call to animal control, drug control, etc.
								21. Understand instructions and give directions on emergency call
								22. Use of party line and ettiquette

Planning Your Instructional Strategies

INSTRUCTORS DIRECTIONS FOR LEARNING ACTIVITIES

1. Directions (for Beginning Level)

   A. Review and edit all material before class situation. For very beginning students, pictures of the telephone, the dial system, pencil, paper, etc. may be used for basic vocabulary (This is a telephone). These can be extended to conversational vocabulary about incidents shown and then extended into actual phone usage. Cover the vocabulary before attempting dialogues.

   B. In using teletrainers, separate the people as much as possible in order to eliminate visual stimuli.

   C. In the first lesson be sure to demonstrate and explain each phone sound, dial tone, busy signal, ring and disconnected phone recording.

   D. Explain the importance of always having paper and pencil or pen near the telephone in case of messages.

   E. Explain need for courtesy in phone calls. Proper way of handling wrong numbers both ways, never hang up - explain that you've made a mistake, don't ask "Who is this?", don't just hang up if someone has dialed wrong - explain that it isn't the number they want.

   F. In preparing to make a phone call make sure that they have phone number and name at hand and purpose in mind.

   G. When using a pay phone, emphasize preparation before putting money in phone, physical workings of phone and to expect money back when they receive busy signal or dial operator.

   H. In explaining how to handle a child on the phone, make sure the student knows to ask for the person called in a firm voice, interrupt if necessary, and hang up if they can get no results after a few minutes.

   I. In explaining how to take messages, be sure the person is instructed to have writing materials at hand, to ask for the spelling of a name and emphasize repeating name and number to be sure they have it right.

   J. Explain how to make emergency calls in area (911 or 0). Each person can make a card to be put by their telephone with the following information:

      In case of emergency, call 911, state complete reason for calling, give:

      1) Name
      2) Telephone Number
      3) Address (number, street, building number apartment number, simple directions to house)

   Have each person practice giving this information over the teletrainer several times.

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K. Use a flannel board or pictures to visually simulate situations the person may find themselves in. At times, give no verbal instructions so they will generate the vocabulary themselves. As students advance, encourage them to create situations and dialogues. At these times be sure the person acting as receiver cannot see the flannel board or pictures so they will have no visual aids to understanding.

2. Additional Directions for Intermediate Level

Incoming

A. Explain reasons for giving as little information as possible over the phone. (thieves canvassing, crank callers, etc.) Giving of phone number is acceptable, but not their name.

B. When taking a message, emphasize that the person asks if it is an emergency; if it is, to contact the person called (never give locations where they may be found).

C. When asking the caller to hold, person asks: "Who may I say is calling?" or "Who is calling, please?"

Outgoing

D. In introducting the use of the white pages, include: Alphabetical listings by last name, governmental listings, emergency numbers, and other information in beginning pages.

E. Explain use of party lines (Courtesy of not talking for long periods of time, polite way of breaking into a conversation if you have an emergency call to make.

SEQUENTIAL PROGRESSION

TELEPHONE

Vocabulary Building (Immediate)	Application (Short Term)	Implication (Long Term)
Telephone	Where is the phone company?	What is it worth to you?
dial	What do they charge?	What are the Trade-Offs?
touch tone	What is the cheapest way to go?	One phone = how many servings of meat a month
extension	What do you really need?	Each extra phone and feature = two servings of meat for month Buying a phone = Food for family for _____ weeks.
	***	
Telephone	Friendly Calls	Improved communications/ family ties, business needs
telephone book		
dial	Emergency Calls	Protection/safety (in case of robbery, fire, other emergencies)
tones: dial, busy		
pay phones	Business/Comparative shopping calls	Energy/time savings (in shopping)
long distance		Better service for self or, in business, for customers.
collect		
direct-dial		
	***	
obscene	Not giving too much information over phone to strangers.	Safety of person and possessions.
high pressure salesman		Invasion of privacy (personal privacy rights)
caution	Refusing to answer personal questions	
NO (assertiveness)	Knowing where to call for help on obscene calls.	

Supplementary Resources

Cook, Cheri, Using the Telephone, Syracuse; New Readers Press: 1978
Advanced - good instructor reference for beginning and intermediate Book and Workbooks; Excellent material on: Using the telephone/directory, telephone courtesy, using a business phone and sending telegrams.

Ingles Para Sobrevivir, Books I and II, Northbrook, Illinois: Spanish Book Department, Quality Books: 1973
Lessons and dialogues concerning emergency calls and doctor and dentist calls. Basic.

Keltner, Autumn; Howard, Leann, and Lee, Frances. English for Adult Competency, Books I and II, Englewood Cliffs, N.J., Prentice-Hall, Inc.: 1981
Basic. Information and dialogues distributed throughout material as it is related to Unit topics.

"Telephone and Reference Books" Consumer Survival Series (Set 440) Chicago: Little Kenny Publications, 1977.
Intermediate to advanced exercises in using the telephone and telephone directory.

Pamphlets and Wall Charts available through Bell Telephone System business offices:

"14 Tips for Wise Telephone Use", Advanced material.

"In Case of Emergency...", Seattle, Washington, North Pacific Bank Note Co.: 1967
Basic. Instruction for teaching small children how to use the telephone in an emergency.

"Phone Center Store", Types of telephones available. Mainly pictures so level is adjustable to class level.

Wall Charts: Telezonia: "Communicating by Telephone", Made to coordinate with a program for the elementary grades, these are colorful and informative on an intermediate level.

27

Building the Vocabulary and Concepts

General Vocabulary

telephone
dial
push-button (touch-tone)
receiver
Trim Line
pay phone
Numbers 0-9
dial tone

ring
busy signal
zero "0" operator instead of letter "0"
note paper
pencil
telephone book
alphabet

Vocabulary and phrases in testing dialogues

Beginning

incoming calls
wait
call you back
give me the message
wrong number
bothered
outgoing calls
appointment
booster shots (use health kit pictures)
patient (clinic schedule)
hang up (as in-do not)
all right
interrupt
emergency, unconscious
overcome

Intermediate

stranger
boss
principal
immediately
Animal Control
stray
Humane Society
repeat
long distance
collect call
area code
etiquette (manners)

Vocabulary in Activities

Beginning

Just a minute
message
wrong number
stolen
apt. (apartment)
directions
please
south
left-right
stop sign
rural
plumber
remind
dental
appointment

homework
bother

Intermediate

Information
wondering
apply
business card
white pages
Directory
resident
P.T.A.
serve
ways and means committee
full-time, part-time
long-distance
person to person
Animal Shelter
report

stray
strange
saliva, dribbling
Irrigation Canal

Putting the Words and Ideas into Action

Dialogues:

1. Beginning Dialogues:

A. (Person identifies self).

1) Hello.
2) Is that you, Sally?
1) Yes, this is Sally.

B. (Caller is asking for someone other than person who answers).

1) Hello.
2) Is Bobby home?
1) Just a minute please, I will call him.
2) Thank you.

C. (Caller asks for someone who is not home, gives message).

1) Hello.
2) Is Richard there?
1) I'm sorry he is not. May I take a message? Let me get paper and pen.
2) Are you ready?
1) Yes.
2) My name is Lillian, my number is 382-6701.
1) You are Lillian, and your number is 382-6701.
2) Yes, thank you.
1) Good-bye.

D. (Wrong Number)

1) Hello.
2) Is Betty there?
1) I'm sorry, Betty does not live here.
2) Oh, I'm sorry, I must have the wrong number.
1) That's all right. Good-bye.
2) Bye.

E. (Mr. Chives' car has been stolen. He calls the police).

1) Hello, please send the police to 1301 Zip Street, Apt. 10, someone has stolen my car.
2) What is your name, please?
1) My name is Jack Chives.
2) How do we get to your apartment?
1) Come south on Espina, past University, turn left at the first stop sign, that is Zip Street. We live in the third building on the left, it is green.
2) We will be there soon, Mr. Chives.

F. (The plumber needs directions to the home as it is in a rural area).

1) Hello.
2) Hello.
1) This is Mr. Rodger, the plumber. I need directions to your house.
2) Yes, you drive to Mesilla, turn right at the only gas station. You will see a large yellow house and a little house at the

back. The little house is my house. Please call me again if you need me for more directions.
1) Thank you.

G. (A call to remind someone of a doctor's appointment).

1) Hello.
2) May I speak to Mrs. Murdock, please?
1) This is Mrs. Murdock.
2) This is Mrs. Church from Dr. Pontious' office, calling to remind you of your dental appointment tomorrow at 10:00 A.M.
1) Thank you for calling.
2) Good-bye.

H. (Caller leaves message).

1) Hello, May I speak with Lily?
2) I'm sorry Lily is not here. May I take a message?
1) Yes, do you have paper and pen?
2) Yes, I do.
1) This is Emma. I need to talk with Lily about our next class. We have homework. She can call me at 522-0371.
2) Would you spell your name, please?
1) E-M-M-A
2) Thank you, your number is 522-0371.
1) Right, thank you very much.
2) That's okay, bye.

I. (Wrong number).

1) Hello. Is Billy there?
2) I'm sorry, you must have the wrong number. No Billy lives here.
1) Is this 523-6701?
2) No, this is 524-6701.
1) I do have the wrong number, Sorry.
2) That's okay.

J. (Stating a purpose).

1) Hello.
2) Hello, is Sharon there?
1) Yes, just a minute please.
2) Sharon?
3) Yes.
2) This is Susan. I heard you were sick so I called to find out how you were doing.
3) I was very sick for a few days, but I am doing fine now.
2) Well, I'll let you go rest. I'll call you again to see how you are doing. Good-bye.
3) Good-bye. Thank you for calling.

2. Intermediate Dialogues:

A. NOT GIVING OUT TOO MUCH INFORMATION

1) Hello
2) Hello, is Jeff there?
1) No, he is not. May I take a message?
2) Do you know where he is?
1) No, I don't. May I help you?
2) What time will he be back?
1) I don't know.
2) Where is he?
1) If you would like to leave a message, I'll tell him you called. If not, I can't give you any other information.
2) OK. Bye.
1) Bye.

B. NOT GIVING OUT TOO MUCH INFORMATION

1) Hello.
2) Hello, I was wondering about your neighbors. I wanted to buy some fruit from them. Do you know what time they will be in so I can buy some fruit?
1) No, I don't know. I can take a message so they can call you.
2) I wanted to know when they will be in. Are you sure you don't know?
1) I don't know. They don't want to sell fruit, so don't bother to call. Bye.
2) Bye.

C. NOT GIVING OUT TOO MUCH INFORMATION

1) Hello.
2) Hello, I'm from Professional Office. I was wondering if you could give me some information about Alex Brown. He has applied for a job with our company and I need to ask you some questions.
1) I'm sorry. We cannot give out information about our neighbors over the phone. If you would like, you can come over, show us your business card and we can talk. OK?
2) OK. Thank you.
1) Bye.

D. USING WHITE PAGES FROM DIRECTORY

1) Is this the Brown residence?
2) Yes, who do you want to speak to?
1) I would like to speak to Judy Brown. I'm Mrs. Shane and I met her at the P.T.A. meeting.
2) Just a moment, I'll call her.
1) Thank you.
3) This is Judy Brown speaking.
1) Mrs. Brown, I wanted to know if you could serve on the Ways and Means Committee for the coming year?
3) How did you get my number?
1) Well, I looked it up in the telephone directory, as you left the meeting before I could talk to you.
3) I see. I'm sorry, I can't serve on that committee as I work full-time.
1) Thank you anyway, good-bye.
3) Good-bye.

E. PLACING AN OPERATOR LONG DISTANCE CALL

1) Operator, I would like to place a long distance call to Chicago, please.
2) Yes, What number, please?
1) The number is 873-4591.
2) Thank you. Is this a person-to-person call?
1) Yes, it is. I want to talk to Esther Shelley and this is Edward Risley.
2) Thank you.

F. CALLING IN AN EMERGENCY

1) Is this the animal shelter?
2) Yes, it is.
1) I would like to report a stray dog in my neighborhood that is acting very strange.
2) What is he doing?
1) He is running around in circles and has a lot of saliva dribbling from his mouth.
2) First, keep all children in the house and we'll be right over to get him. Has he bitten anyone?
1) I'm not sure. I just don't know.
2) What is your address, please?
1) We live on Highway 28, two miles south of the school, just past the irrigation canal. The house is brown and is on the left hand side of the highway.
2) Bye, we'll be right there.

G. PARTY - LINE

1) May I please use the line?
2) I'm sorry, but I'm calling the police because I just found out I was robbed.
1) Oh! I'm sorry. Can I help?
2) No, just let me place my call, please.
1) OK, Bye.

Getting the most for your telephone dollar: What is it worth to you?

CONSUMER INFORMATION - Beginners Level

Instructors, get local specifics before presenting.

PURCHASING YOUR PHONE

Once you have decided to buy a phone, go to your nearest Phone Center Store.

1. Deciding on a phone - Although there are many styles and colors from which to choose, price may be a big factor in deciding on a phone or phones.

   Factors which influence price:

   A. Type of Phone

      1) Rotary or regular dial - this is the most economical phone Mountain Bell offers. This phone comes in different colors (blue, black, tan, yellow, etc.) and can provide good service to most homes.

      2) Push Button (touch tone) - this is an easier phone to dial and it is also faster. These phones also come in the above mentioned colors.

   B. Where you live

      Mountain Bell has certain pre-determined areas which determines the "base-rate" charge. It is on this price that all other monthly charges are established. This base rate charge is for a private line with a rotary dial. The surrounding area from the city is broken down into "zones". The zone closest to the city is zone 1, the farther away, the higher the zone number and the more the added charges. Every zone has a specific charge and since zone changes occur often, checking with the phone company is best for getting information.

      Example: - in city, private, rotary dial ... $7.52/mo
      +zone increment ... 2.00
      $9.52/mo.

   C. Private line

      A private line is a telephone line to be used only by the phone or phones on that number.

   D. Party line

      A party line is a phone line used by either 2, 4, or 8 houses. This means that use of the phone line is to be shared by all the people living in all these houses.

      Example: 2 party line
      In house #1 there are 5 people who use the phone everyday from 5p.m. to 11 p.m., then

the 3 people in house #2 cannot use the phone during these hours. But if everyone shares the party line everyone is happy and it is cheaper.

City 2 party	Zone 1	Zone 2
$6.00	$6.43	$6.77

E. Service installation charge

There is a maximum rate that can be charged for one phone. You will be billed on your first bill. If you are thinking of installing more than one phone, do it at the same time - it's cheaper.

F. Number of phones and persons listed or not listed

If you find that having more than one phone is more convenient for you, there is an additional charge of $1.25 per month plus installation charge (paid once). For anyone else listed in the phone book along with your name (including children) there is a listing charge (paid once) plus a monthly service charge.

Single women list their name in directory by initials rather than first name.

There is an added charge for an unlisted number.

G. If you have never had a phone in your name before, you will be asked for an advanced payment.

H. If you are a foreign student, you'll need a passport.

I. You can get any length 9, 13, or 25 feet or cord for free from the telephone company.

2. Monthly Phone Rates

A. Local calls are included in the standard monthly rate.

B. Directory assistance calls cost 15¢ each. These are added to your bill monthly.

C. Long distance calls cost according to time and method of placing the call as explained in the "Call Guide" at the beginning of the white pages of your telephone directory.

D. If the due date for your monthly payment is inconvenient for you, ask for "preferred payment date" - you pick a billing date that is convenient for you.

E. If you are getting "crank" calls, you can charge your number for free. If the calls are threatening, the phone company will trace the calls to help protect you from the person calling you. Call the phone company if you are receiving this type of call.

CONSUMER INFORMATION - Intermediate Level

Deciding on a phone: Factors which influence price - Type of phone

A. Trim-line phone - These phones are convenient because everything (dial, light, receiver, etc.) can all be held in one hand. These phones come with lights at no extra charge.

B. Design line phone - Mountain Bell also offers a variety of these to compliment your home. You can buy these at the Phone Center Store and range from $70.00 to $125.00. When you pay for these phones, you buy only the outside the phone company owns the inside. If the handle or any part of the outside breaks, the company would send the phone away for repairs. If you move away where Bell Systems doesn't work (parts of California) they would remove the insides of the phone and you would have the outside shell. There are special installation charges on these phones.

CONSUMER INFORMATION - Advanced Level

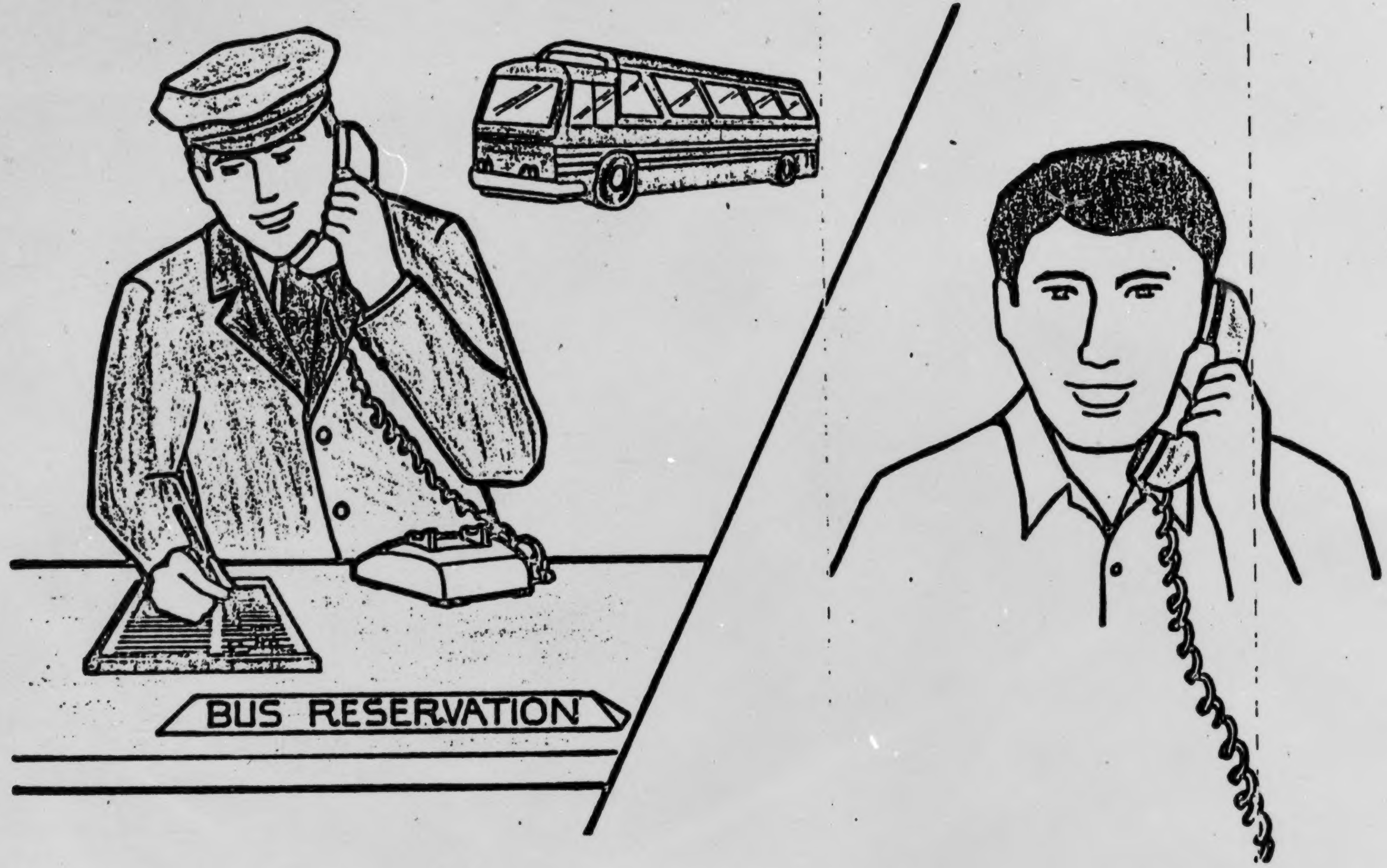
Deciding on a phone: Factors which influence price

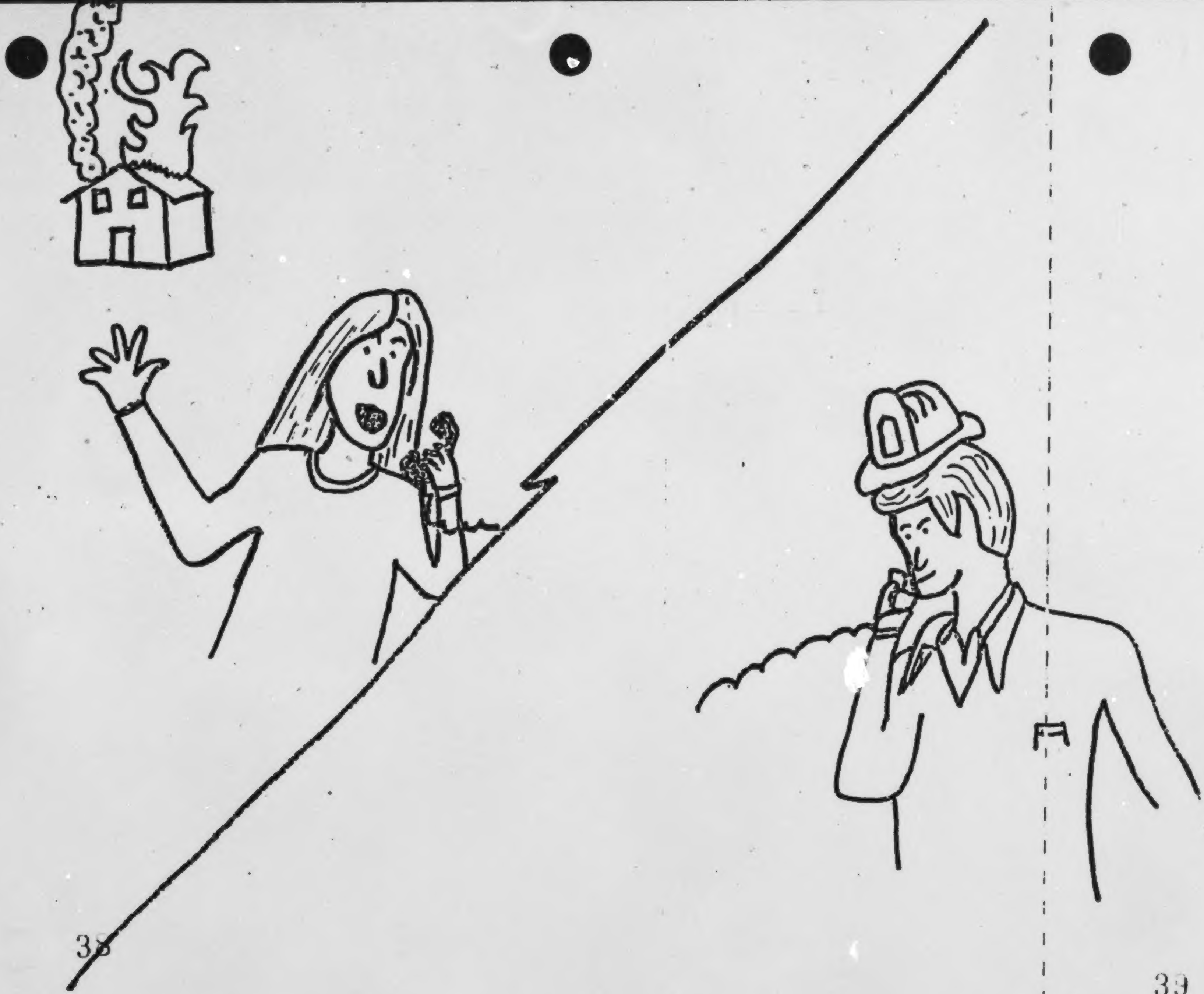
A. Special products - If you are hard of hearing, Mountain Bell makes several products to help you use their phones. Extra-loud bells and volume control amplifiers are available. If you prefer a light to call you to the phone instead of a bell, they have that also.

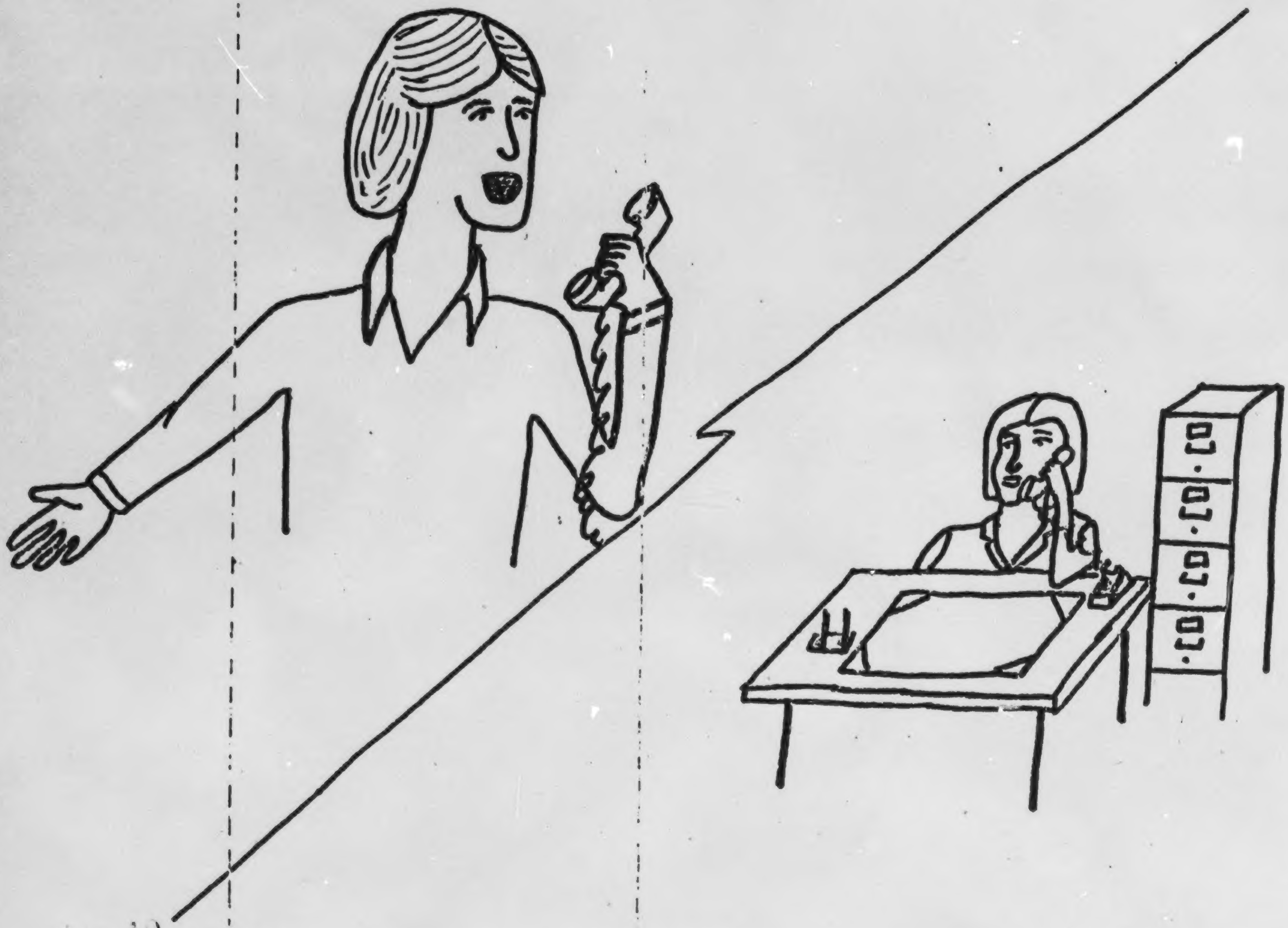
B. Extra convenience

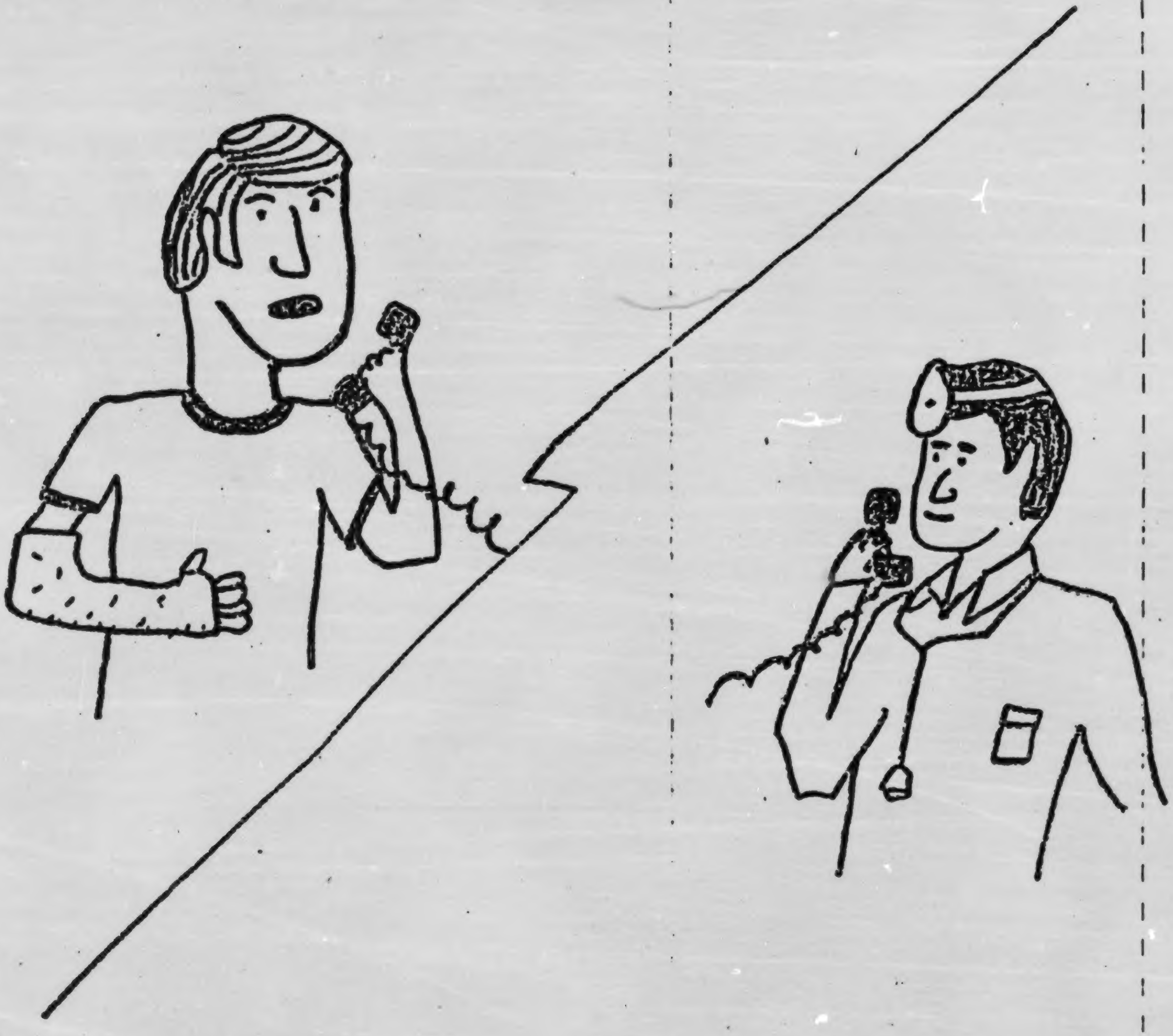
1. Speaker phone - This phone lets anyone in the room join in the conversation and there is no need to hold the phone.
2. (In the same areas) other features such as custom calling, call forwarding, speed calling, and three-way calling are available. Call the telephone office for more information.

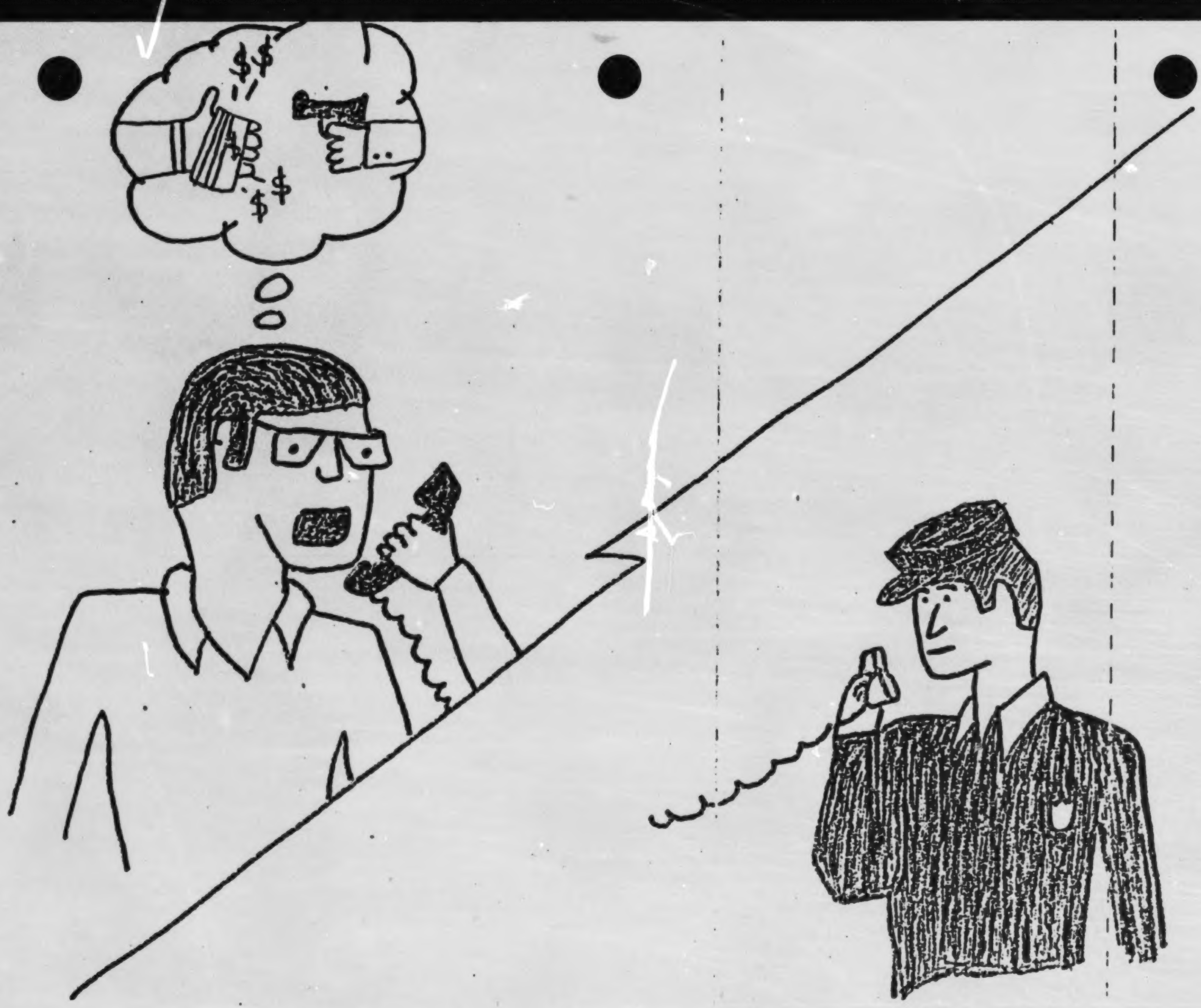
C. Plug-in phone - If your home has been wired with plug-in outlets, you can save yourself installation charges. If your phone is a plug-in, your installation charge is $18.06 paid once.

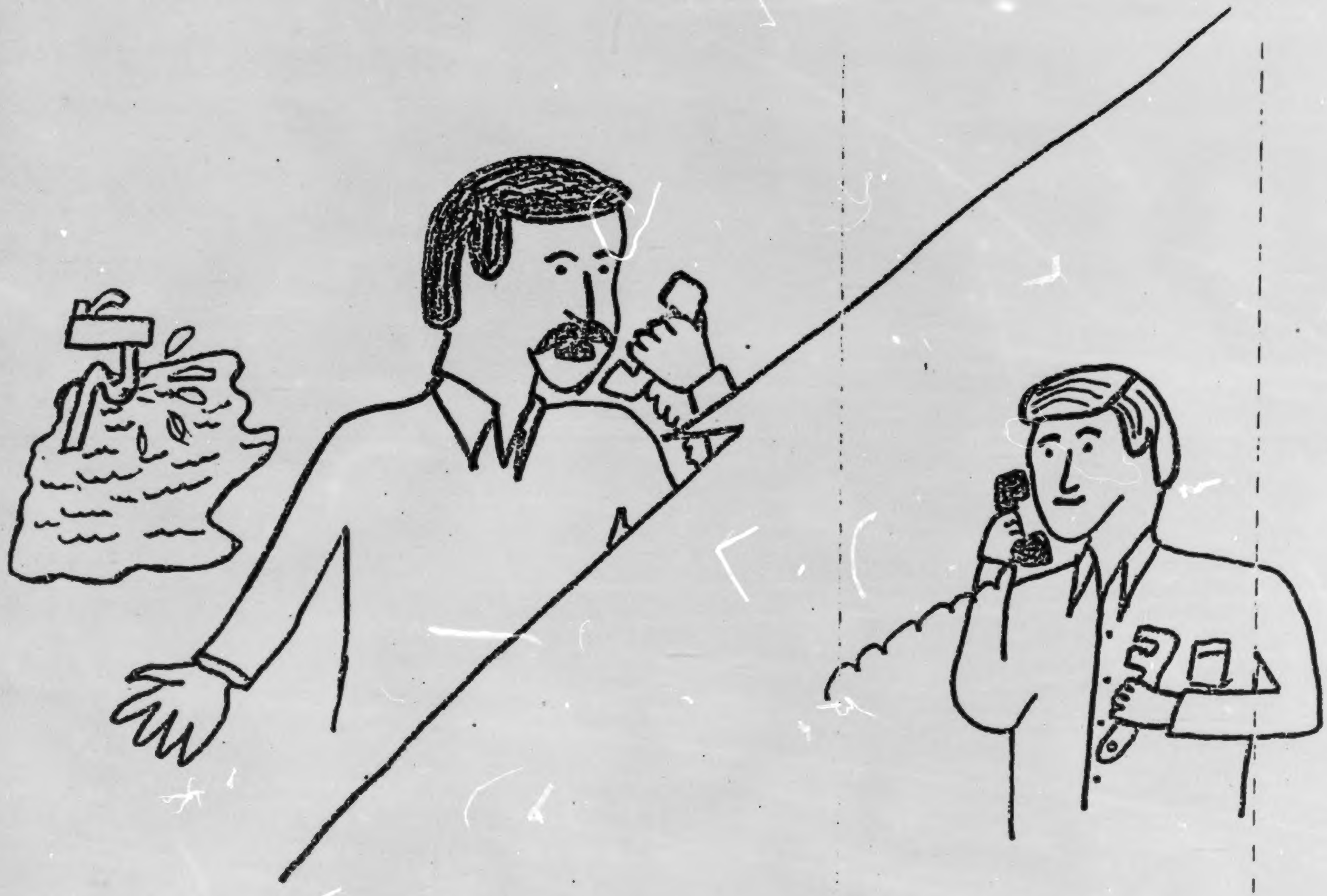

BUS RESERVATION

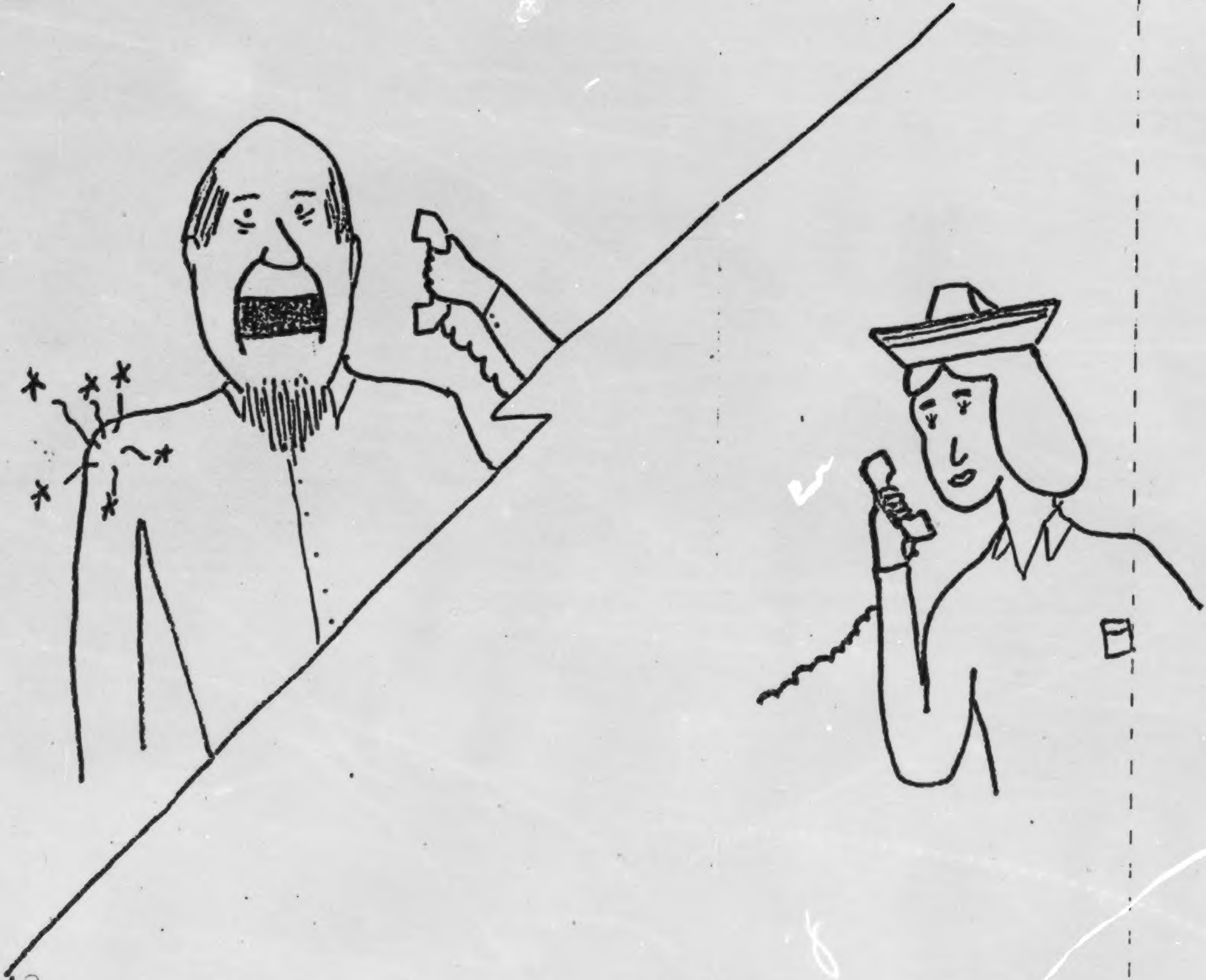


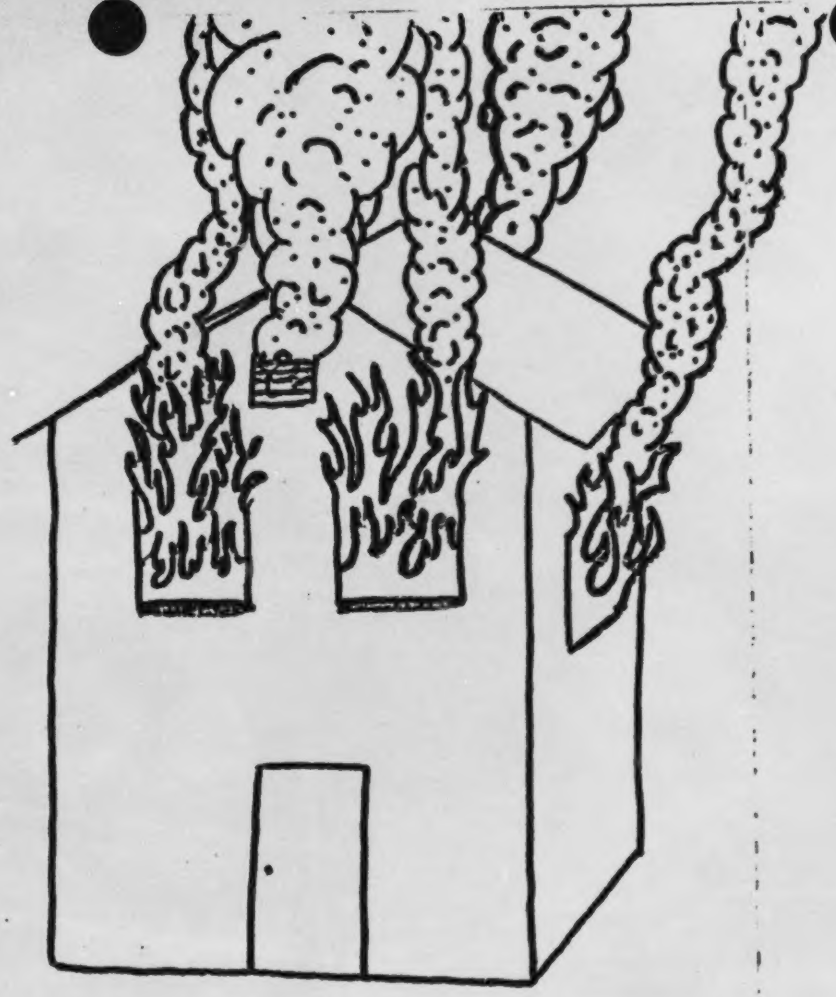


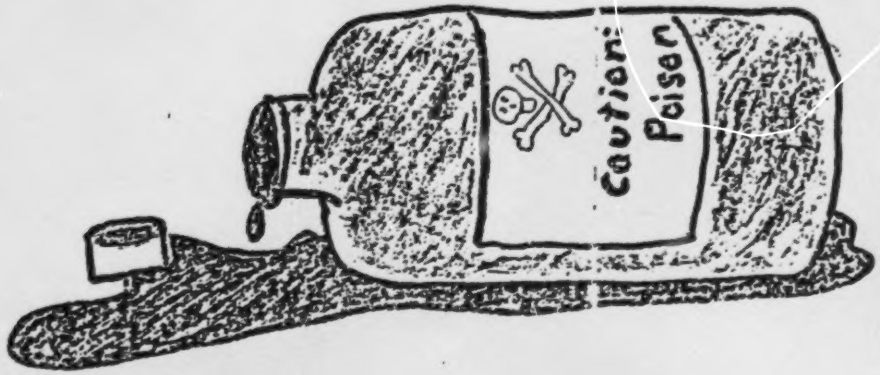


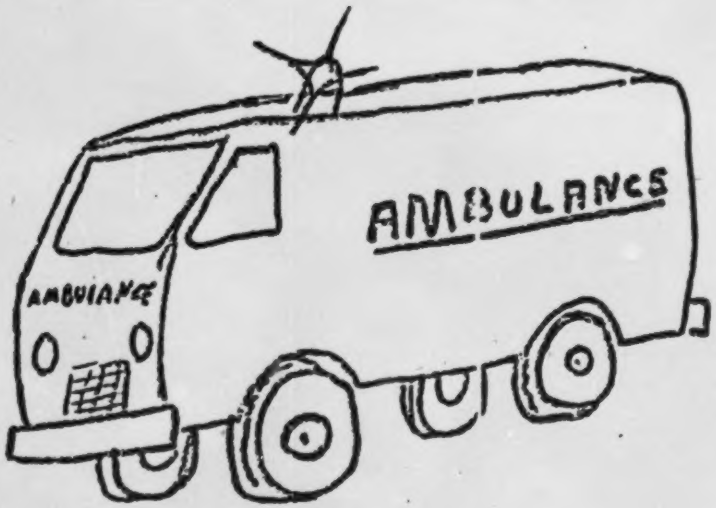


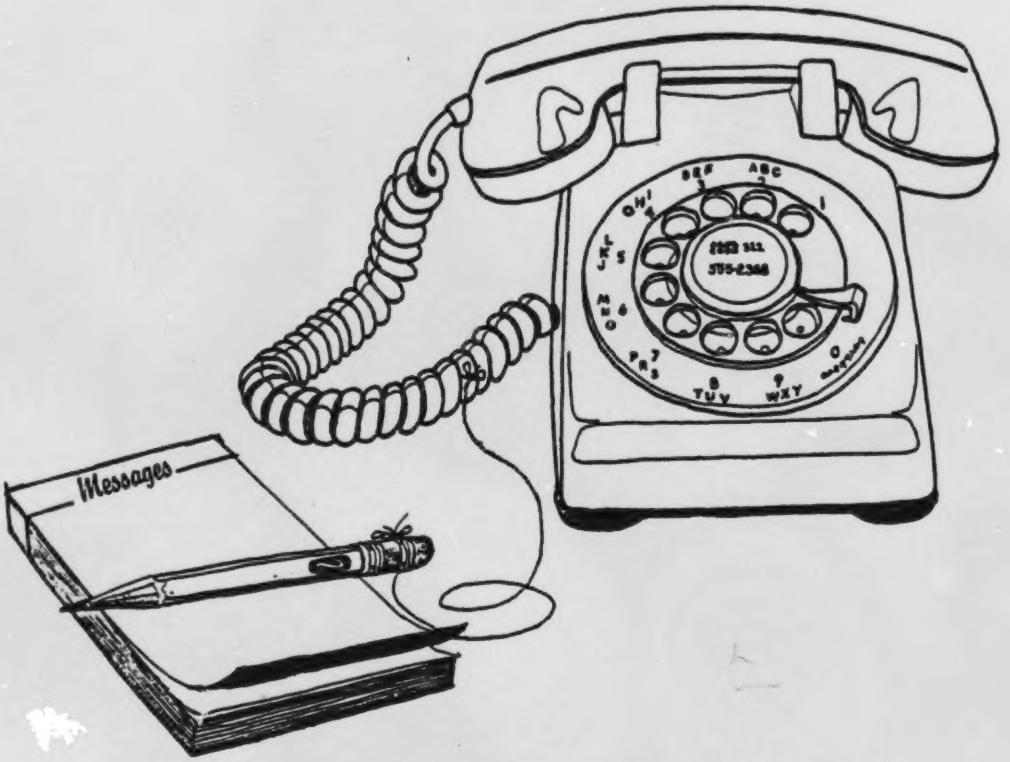







Caution: Poison

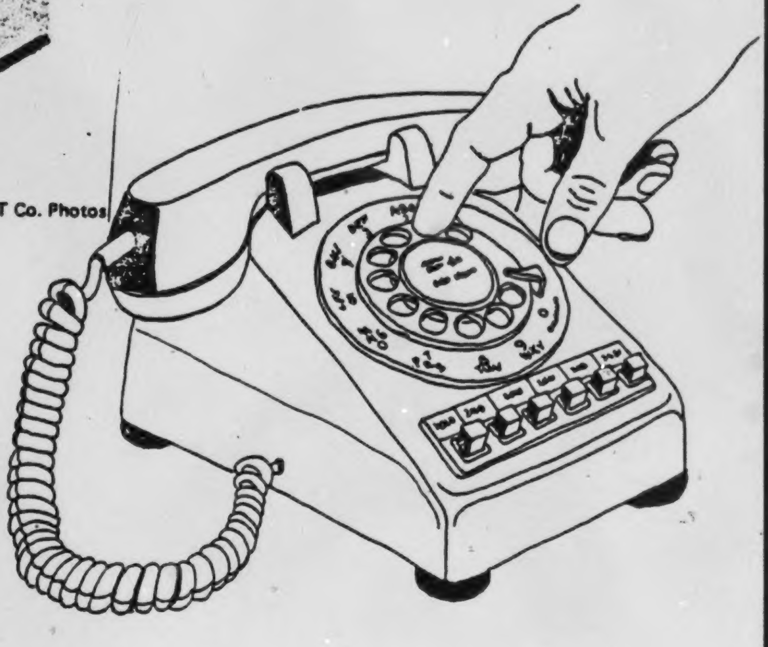

AMBULANCE
AMBULANCE

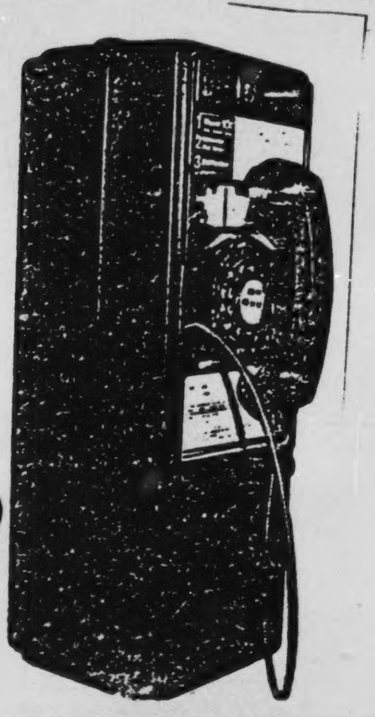


Reprinted from Using the Telephone, Cheri Cook, New Readers Press, Syracuse, N.Y.

Western Electric Photo

AT&T Co. Photos





western union

Telegram

NO. WDS.–CL. OF SVC.	PD. OR COLL.	CASH NO.	CHARGE TO THE ACCOUNT OF	☐ OVER NIGHT TELEGRAM UNLESS BOX ABOVE IS CHECKED THIS MESSAGE WILL BE SENT AS A TELEGRAM
13	Coll.		Phone	

Send the following message, subject to the terms on back hereof, which are hereby agreed to

May 10, 19 80

TO Charlene Phillips

CARE OF OR APT. NO.

STREET & NO. 2803 S. Davis St.

TELEPHONE 505-325-2721

CITY & STATE Lordsburg, N.M.

ZIP CODE 87016

ARRIVE WED. 11TH 2:00AM CCNT FLIGHT 31 STOP

BRING VAN MOM DAD JOHN

SENDER'S TEL. NO. 505-325-2721

NAME & ADDRESS John Phillips
2803 S. Davis St., Lordsburg, N.M. 87016

WU 1207 (R 5-68)

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western union

Telegraphic Money Order

SENDING DATA	CLASS TYPE	OFFICE	WORD COUNT	DATE AND FILING TIME	CLERKS INIT. AND ACCTG. INFORMATION		
						$	AMT.
							FEE
						S	TOLLS
							RP MGM
						E	TAX
							TOTAL

MOD ☐☐☐ 36 853 77=

↙ DO NOT WRITE ABOVE THIS LINE ↘

PAY AMOUNT: ______ /100 DOLLARS (______ FIGURES) =

CAU OR VIG

TO: ______ = REPORT PAYMENT BY MAILGRAM (ADDITIONAL CHARGE) YES ☐ NO ☐ =

TEST QUESTION ______ TELEPHONE NO. ______ =

STREET ADDRESS AND APT. NUMBER: ______ CITY: ______ STATE: ______ ZIP: ______ =

SENDER'S NAME: ______ =

SENDER'S STREET ADDRESS AND APT. NO ______ CITY: ______ STATE: ______ ZIP: ______ =

(IF REPORT PAYMENT REQUESTED)

MESSAGE: ______ = MOD =

SENDER'S FULL NAME ______

ADDRESS

TELEPHONE NO.

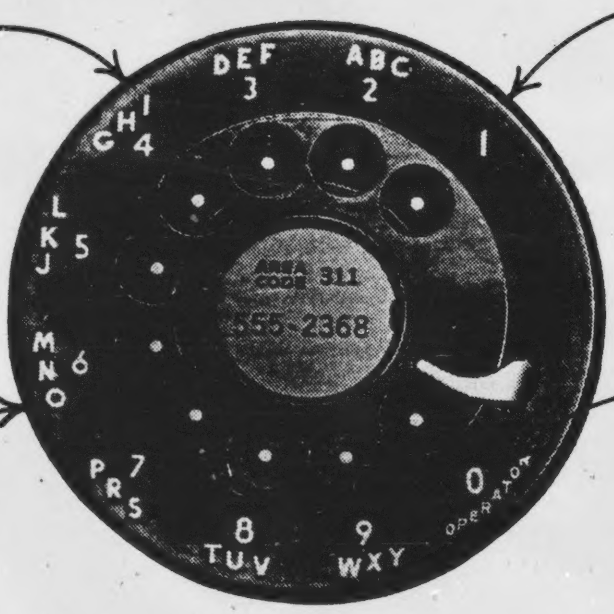
● Unless signed below the Telegraph Company is directed to pay this money order at my risk to such person as its paying agent believes to be the above named payee, personal identification being waived. Foreign money orders excepted.

WU 72 (R3-77)

⑈03685377⑈ 66

Two types of dials:

If your dial looks like this



DEF 3
ABC 2
GHI 4
1
JKL 5
AREA CODE 311
555-2368
MNO 6
PRS 7
0 OPERATOR
8 TUV
9 WXY

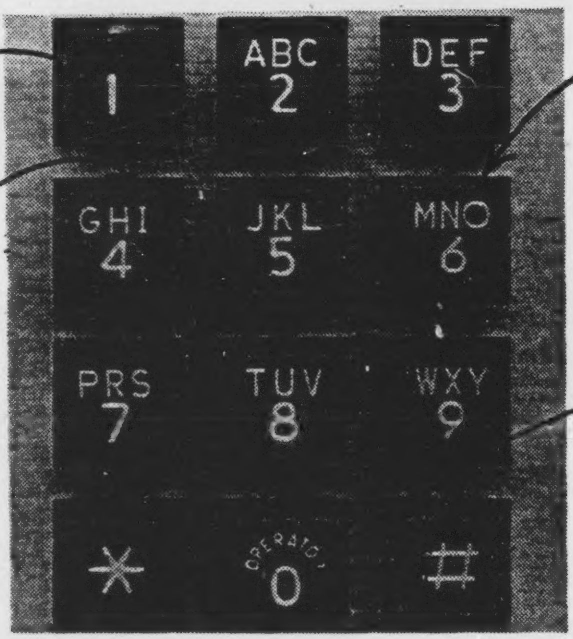
This is the letter "I"

This is the number "1" (one)

This is the letter "O"

This is the number "0" (zero)

If your dial looks like this



1
ABC 2
DEF 3
GHI 4
JKL 5
MNO 6
PRS 7
TUV 8
WXY 9
*
OPERATOR 0
#

This is the number "1" (one)

This is the letter "O"

This is the letter "I"

This is the number "0" (zero)

AT&T Co. Photos

CONSUMER ECONOMICS UNIT

Introduction

The primary objective of this unit is to develop the learner's English language skills in the context of consumer economics -- ie. the learner's ability to speak, understand, read and write sufficiently well to protect him/herself from fraud, and to make thoughtful choices based on his/her own value system.

The difficulties that people of limited English speaking ability have in organizing their resources and expenditures are frequently due to their limited knowledge of our monetary system (currency, banking, loans, etc.), our system of weights and measures, and vocabulary and other terminology vital to reading newspapers, other advertising, and product labels. In addition, they are more likely to be taken advantage of or not given their full benefits because they lack knowledge about our tax system, social security system, and other systems designed to protect the consumer.

This unit has proposed activities to develop the skills which will enable the learner to apply the concepts of thoughtful consumerism to their life situations. Among these activities are the use of dialogues, use of situation-setting flannel board picture groups, reading and writing exercises, outside speakers and field trips.

Getting Your Act Together

1. Thoroughly review all of the material and suggestions in this unit to determine areas of particular value for your classes.
2. Be prepared to gather much material from your local area - newspaper ads, flyers, telephone books, menus, money, play money, bank brochures, library cards, a money order, checks, catalogs, etc. Local businesses are generally extremely helpful in supplying these items when you explain your purpose. Do not be afraid to contact them!
3. Credit and insurance were not covered in this unit. They are very difficult areas to break down into simple language and concepts. However, they are important concepts and we recommend that you deal with them as your students' English language skills develop. Excellent materials can be found in basic APL (3rd to 4th grade reading levels) materials.

Planning The Outcomes

OBJECTIVES

Beginning Level:

1. To acquaint the students with alphabetizing and its uses for making a simple index of consumer information resources.
2. To familiarize the students with U.S. currency, checks and money orders.
3. To introduce the basics of comparison and coupon shopping.
4. To provide some basic information on social security, taxes, energy savings, and aid in child support.

Intermediate Level:

1. To extend knowledge of the general, (and some specific,) content of
2. To familiarize students with methods for increasing their knowledge through use of the library and dictionary.
3. To further knowledge of comparison shopping in relation to using special sales, catalog shopping and budgeting fixed and changing expenses for maximum effectiveness.
4. To introduce initial banking procedures and the use of checks.
5. To familiarize students with types and purposes of taxes.
6. To explain the rights of a consumer regarding contracts signed in his or her home.

PRE/POST TEST

Finding Out What Your Students Already Know

Give instructions orally to beginning students. Stop when the questions become too difficult. The beginning questions end at Question 10 and the intermediate questions end at Question 20.

1. Put the following groups of letters into alphabetical order:

b f z a ____ ____ ____ ____ (a, b, f, z)
m p d l ____ ____ ____ ____ (d, l, m, p)
r x c g ____ ____ ____ ____ (c, g, r, x)
q s v y ____ ____ ____ ____ (q, s, v, y)
x e n i ____ ____ ____ ____ (e, i, n, x)
u h o m ____ ____ ____ ____ (h, m, o, u)
t k w j ____ ____ ____ ____ (j, k, t, w)

TRUE OR FALSE

(T) ____ 2. A nickel is the same as five pennies.
(F) ____ 3. A nickel is the same as two dimes.
(F) ____ 4. A quarter is the same as two dimes.
(T) ____ 5. Two dimes and a nickel are the same as a quarter.
(T) ____ 6. Twenty-five pennies are the same as a quarter.
(F) ____ 7. Sales are usually more expensive than regular prices.
(T) ____ 8. You can save money by checking the prices of items at several stores.

9. Which is a better buy?

(x) A. Apples: 3 pounds for 89¢
____ B. Apples: 39¢ per pound

10. You have a 15¢ coupon for Corn Flakes. The Corn Flakes are marked 89¢. How much do you pay for the Corn Flakes? (74¢)

11. What kinds of information can you find in a newspaper?

(Variety of answers)

How do you find information in a newspaper quickly? (index)

12. Your car broke down. You want to repair it yourself. Where can you find information on repairing your car?

(magazines, books, friends, library)

a. Where can you find the magazines and books?

(bookstore, drugstore, library)

b. Do you have a library card? (Yes / No)

13. Someone broke your window. You want to get it fixed. Where can you find the names of places to buy glass? (phone book, friends)

14. Where can you buy a money order? (post office, Circle K, 7-11 Stores)

15. What can you buy in a Supermarket? (variety)

16. What do you leave to thank the waitress after eating in a restaurant?

(tip)

17. Special prices on clothes or food are called ________. (sales)

18. From some stores you can order by phone from a _________. (catalog)

19. If you buy groceries costing $11.29 and give the cashier $20.00, how much change do you get? ($8.71)

20. If you put your money in a bank so you can write checks to pay your bills, you open a __________ _________. (checking account)

Planning Your Instructional Strategies

Beginning Activity Suggestions:

1. Handle material such as newspapers, telephone directories, real and play money, checks, money orders.
2. Teach comparison shopping with a newspaper, catalog, or actual bottle of aspirin, canned goods, etc. to further the students' retention of the information.
3. Work for student participation in contributing examples of personal comparison shopping.
4. Bring in speakers from local groups such as Social Security, child support agencies, insurance agencies, banks, etc.
5. If field trips are possible, go to the library, grocery stores, department stores, etc. MAKE SURE THAT YOU AND YOUR GROUP ARE EXPECTED!!
6. Use flannel board to learn names of items, people and occupations, and later to stimulate discussions, no matter how limited.

Intermediate Activity Suggestions:

1. Bring newspaper to class.
    a. Show where "Today's Index" is found and then read the dialogues.
    b. Have students create own dialogue based on "Today's Index."
    c. Ask questions about where to find specific items and/or have students ask each other.
2. Practice filling out Library Card Form.
    a. Provide cards from your local area library.
    b. If possible, plan a field trip to your local library.
    c. Demonstrate to students the use of the card catalog.
3. The use of the telephone directory is covered in a separate unit. You might review the information from that unit.
4. A menu has been provided in this unit. Aside from the dialogues on eating out which are provided here, have students create their own.
5. Review the calendar with items usually found to be good buys during each month.
6. Using newspaper and the ads provided in this unit:
    a. Compare items from store to store.
    b. Compare items within store for different brands.

7. Get several catalogs - Sears, Penny's, Wards, etc. and have students compare items.
8. If possible, plan field trip to two grocery stores.
    a. Before starting write down items to be compared.
    b. Compare these items between brands.
9. Read all the dialogues, and have students respond either orally or in writing to the questions asked in each area.
10. Provide blank checks and have students fill them out.
11. Lead a discussion of various ways of paying for items: cash, check, charge cards, lay-a-way, installment loans, etc.
12. Review the fundamentals of budgeting with the learner and discuss how various types of credit fit into budgeting.
13. Obtain pamphlets and discuss resources that would help explain to the learner various types of credit and sources where they may be obtained in this community.
14. Assist the learner in preparing a list of names and addresses of sources of credit that exist in this community.
15. Use flannel board to provoke discussions and dialogues.

SEQUENTIAL PROGRESSION

CONSUMER ECONOMICS

Vocabulary Building (Immediate)	Application (Short Term)	Implication (Long Term)
Names of rooms	What goes into that room	What activities take place in these rooms (beware of bedrooms and bathrooms)
	****	
Housing needs: apartment house mobile home	How do you rent a house or apartment? Newspaper ads, Real Estate People Yellow Pages in telephone book Work on lease/loans	What is a student's housing need -- according to life style, income, etc.
	****	
Food needs Food names and types Where to buy: stores farms co-ops Farmer's Market	Getting Best Buy Generic Brands Newspaper ads, coupons Word of mouth Pick it yourself	Stretching Dollars Better nutrition for your dollar Setting priorities for spending your money.
	****	
Telling time customs clocks watches hours minutes on time late	When things happen to people: children home from school someone home from work classes starting bus due to arrive meals	American system of time: view/importance in society framework.

Supplementary Resources

Adult Performance Level Project. Austin: The University of Texas, 1977
Advanced. Covers all Life Skills areas.

Bodman, Jean and Lanzano, Michael. No Hot Water Tonight. New York: Collier-MacMillan International, Inc., 1975.
Basic/Intermediate situation and dialogues.

Bodman, Jean and Lanzano, Michael. No Cold Water Either. New York: Collier-MacMillan International, Inc., 1975.
Intermediate situations and dialogues.

Como Comprar Los Comestibles/How to Buy Food. Washington: U.S. Government Printing Office, 1971.
Bi-Lingual

Consumer Education. Washington: National Education Association
Intermediate. Designed to help in planning money spending and understanding the high cost of credit.

Consumer's Resource Handbook. Ed. Midge Shubow. Washington: United States Government Printing Office, 1979
Available through Consumer Information Center, Department 532G, Pueblo, Colorado 81009.
Advanced. A what-to-do, where-to-go manual for resolving consumer problems. Excellent.

EDL Sharp Competency Kit. New York: Education Design Laboratories, 1978
Advanced. Good for problems with handling written materials.

Finocchiaro, Mary. Let's Talk. New York: Regents Publishing Company, Inc.
Intermediate/Advanced.

Follett Coping Skills Series. Chicago: Follett Publishing Company, 1978
Advanced. Covers wide variety of consumer problems.

Goble, Dorothy. The Lopez Family. Austin: Steck-Vaughn Company, 1967.
Intermediate. Simple stories on some daily actions of Spanish-speaking farm workers.

Ingles para Sobrevivir. Northbrook, Illinois: Spanish Books Department, Quality Books, 1973
Basic Intermediate and Advanced. Excellent.

Just Around the Corner Series I. New York: Cambridge Publish Company, 1977.
Advanced. Videotapes and texts. Excellent coverage of material.

Keltner, Autumn; Howard, Leann; and Lee, Frances. English for Adult Competency, Books I and II. Englewood Cliffs, New Jersey; Prentice-Hall Inc., 1981
Basic/Intermediate. Excellent, useable at levels indicated without modification.

Life Skills Series. Chicago: Society for Visual Education, 1978
Advanced. Very thorough, practical approach to life skills.

Low Income Teaching Kit on Credit, Washington: American Council of Life Insurance
Intermediate/Advanced dialogue
Several Pamphlets on credit

Making the Most of Your Money, Washington: American Council of Life Insurance.
Intermediate. Dialogue lessons on variety of consumer concerns.

Martin, Jackie, Understanding Savings Accounts. Las Cruces: New Mexico State University Cooperative Extension Service, 1980.
Advanced.

Modern Consumer Education. New York: Grolier Educational Corporation, 1974.
Advanced, good instructor reference

Practical Communication Skills Series. Syracuse: New Readers Press, 1978.
Advanced. Excellent materials on written and spoken communication with an individual study of telephone communication.

Scoring High Series. New York; Random House, Inc., 1979.
Advanced. Good for problems with written materials.

Solving Life Problems in Consumer Economics. New York: Trafalgar House, McGraw-Hill, 1980
Advanced, excellent instructor reference. Three books covering 3rd to 8th grade reading level.

Spitze, H.T. and Rotz, P.H., Where Does the Money Go? Austin: Steck Vaughn Company, 1969
Intermediate/Advanced. Simple stories and exercises on very lifelike situations.

Building the Vocabulary and Concepts

Beginning Vocabulary

alphabet
(alphabetical, alphabetize)

newspaper
index
library (card)
catalog
shelves
information
worth the trouble
appliance
telephone
directory
yellow pages
restaurant
celebrate
cheaper
order
exchange
worth
count
nickle
penny (cents)
dime
take the place
coins
price tag
change
paid
amount
put down
groups

value
less than
more than
receipt
groceries
expensive
total (cost)
questions
support
specials
different
alone
limited
comparison
unit
effective
coupon
manufacturers
reduced
allowance
pension
Internal Revenue Service
heating
plastic
thermostat
vent
"ex" (ex-husband)
lawyer
appointment

Alphabetical Order

Sheet 1

Here are some letters of the alphabet. Write the letter that comes before and the letter that comes after each of them.

1. v w x
2. ____ b ____
3. ____ x ____
4. ____ m ____
5. ____ r ____
6. ____ s ____
7. ____ g ____
8. ____ c ____
9. ____ l ____
10. ____ q ____
11. ____ e ____
12. ____ j ____

Fill in the missing letter in each group of letters. The first has been done as an example.

1. b c d
2. v ____ x
3. j ____ l
4. q ____ s
5. a ____ c
6. i ____ k
7. w ____ y
8. e ____ g
9. t ____ v
10. m ____ o
11. f ____ h
12. g ____ i

In each of these groups of letters, one should come first before all the others. Draw a circle around the letter that comes first in each group. The first has been done as an example.

1. b f z a
2. m p z l
3. r x c g
4. q s v y
5. w t m p
6. l f s k
7. t s r x
8. l p d q
9. h e k i

Alphabetical Order

Sheet 2

Below are six groups of words. Rewrite the words in alphabetical order, within each group.

1. newspaper ______________
   indez ______________
   library (card) ______________
   catalog ______________
   shelves ______________
   information ______________
   worth the trouble ______________
   appliance ______________

2. telephone ______________
   directory ______________
   yellow pages ______________
   restaurant ______________
   celebrate ______________
   cheaper ______________
   order ______________
   exchange ______________

---

3. worth ______________
   count ______________
   nickle ______________
   penny (cents) ______________
   dime ______________
   take the place ______________
   coins ______________
   price tag ______________

4. change ______________
   paid ______________
   amount ______________
   put down ______________
   groups ______________
   value ______________
   less than ______________
   more than ______________

---

5. receipt ______________
   groceries ______________
   expensive ______________
   total (cost) ______________
   questions ______________
   support ______________
   specials ______________
   different ______________

6. alone ______________
   limited ______________
   comparison ______________
   unit ______________
   effective ______________
   coupon ______________
   manufacturers ______________
   reduced ______________

Putting the Words and Ideas into Action

Reading a Newspaper

John: How do you find things in a newspaper?

Harry: You look on the bottom of the front page. It says, "Today's Index."

John: What does that mean?

Harry: It tells what page to find things, see, here it is.

Today's Index

Around Las Cruces	7	**Obituaries**	2
Bridge	10	**Our Earth**	10
Classified	11-12	**SunLife**	7
Comics	10	**Sports**	8-9
Crossword	6	**State News**	5
Dear Abby	7	**Weather**	3
Editorial	4	**Word Sleuth**	10
Entertainment	9	**World News**	6
Horoscope	10	**Circulation**	523-4581
Movies	9	**Classified**	523-4581

John: I understand a little more. Thanks, Harry.

Using the Library

Maria: My son needs a book from the library. What should I do?

Sally: First, you ask for a library card. I'll help you fill out the card. Then you look in the card catalog. That tells you what books are in the library and where they are on the shelves.

Maria: I'm afraid to do all that, my English is not that good.

Sally: People at the library are nice. They will help you if you ask them.

Maria: For one book it is not worth the trouble.

Sally: It's not for just one book. You can get a lot of information from the library, even about shopping. If you want to find out about a certain kind of car, tire, appliance, or medicine, ask the librarian to help you. I'll go with you.

Our Family Resources

Directions: Circle resources your family has and write down any special ones under each that you consider important.

MONEY
- Income
- Social Security
- Welfare assistance
- Unemployment benefits
- Disability Insurance
- Veterans benefits
- Savings

CREDIT

INSURANCE
- Life
- Health

TIME

ENERGY

KNOWLEDGE

INTERESTS

ABILITIES

SKILLS

COMMUNITY RESOURCES

What is Our Income?

Sources of Income	Monthly Amount	When Received
Wages (Take-home pay) Father Mother Children		
Social Security		
Unemployment Insurance		
Other		

TOTAL

Our Family Goals

Goals (Soon)	Cost	Goals (Future)	Cost

Sample Spending Plan Work Sheet

Income

Expenses	Amount Planned	Amount Spent
Housing (Rent)		
Insurance		
Health Life Car		
Utilities Electricity Gas Telephone Water		
Installment payments		
Other		
Food		
Clothing & laundry		
Household expenses		
Medical expenses		
Education (school supplies)		
Transportation (car, bus)		
Recreation		
Contributions & gifts		
Personal care		
Total Expenses		
Total Income		

- 73

When are Bills Due?

Month ______________________

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat

What are our Expenses?

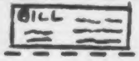
FIXED EXPENSES

Housing (Rent)

Insurance payment
Health
Life
Car

Utilities
Electricity
Gas
Telephone
Water

Installment Payments

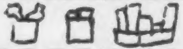


Other

Total

FLEXIBLE EXPENSES

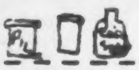
Food



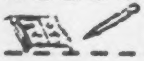
Clothing & Laundry

Household expenses

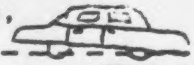
Medical expenses (doctor,
Dentist, Medicine)



Education (school supplies)



Transportation (car expenses,
bus farms)



Recreation (movies, entertainment,
Sports)

CONTRIBUTIONS (church, community,
and gifts)

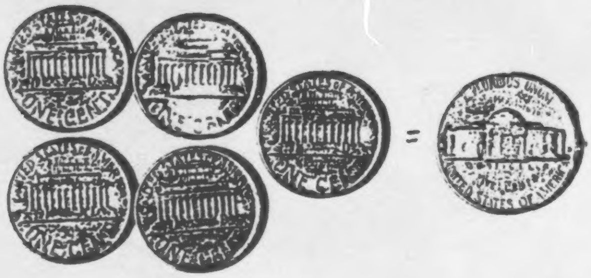
Personal (haircuts, cosmetics,
allowances, cigarettes)

BARBER
BEAUTY SHOP

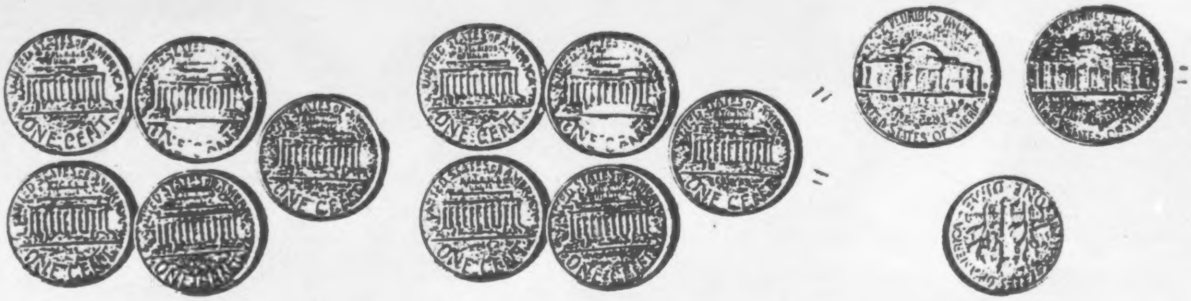
Total

Fixed and Flexible Total

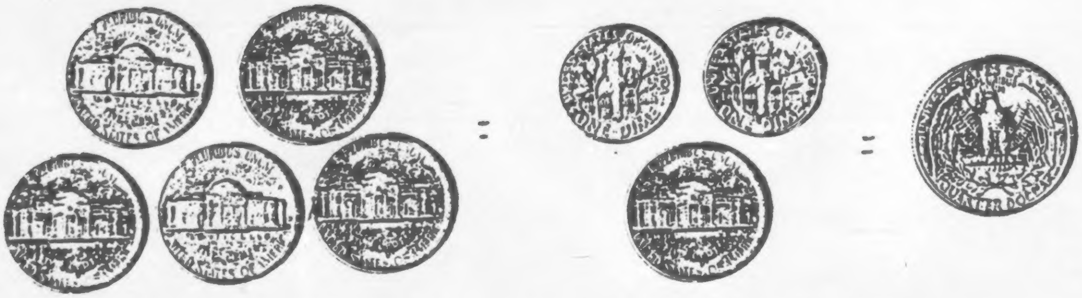
Making Change



A nickel can take the place of five pennies. A nickel is worth five cents. A nickel will buy the same things that 5 pennies will buy.



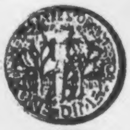
A dime is worth ten cents. A dime will buy the same things that ten pennies or two nickels will buy.

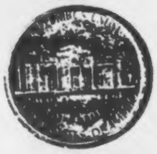


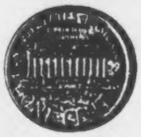
This coin is a quarter of a dollar, we call it a quarter. It is worth 25 cents.

Making Change

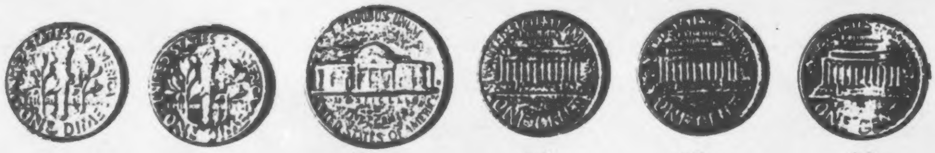
The value of a coin is the number of cents in the coin. To find the value of dimes, nickels and pennies,

count ten cents for each dime,  = 10¢

count five cents for each nickel,  = 5¢

count one cent for each penny.  = 1¢

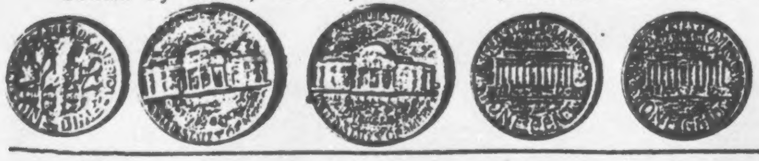
Example· To find the value of the coins below, start at the left and count by tens for the dimes, by fives for the nickels, and by ones for the pennies. The numbers you say as you count are written under the coins.



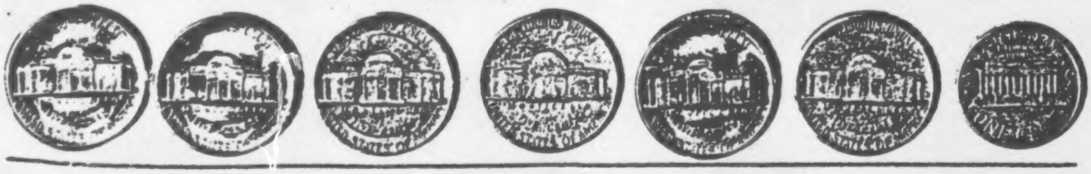
Value: 28¢

10 20 25 26 27 28

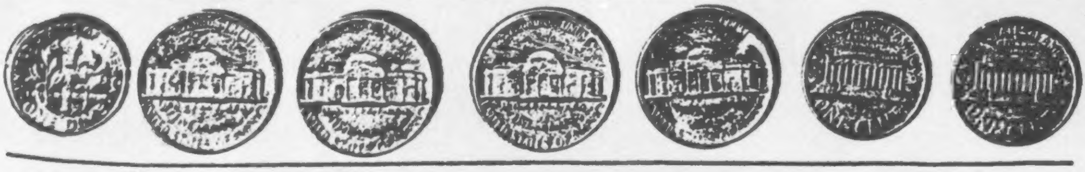
Count by tens, fives, and ones to find the value of each set of coins:



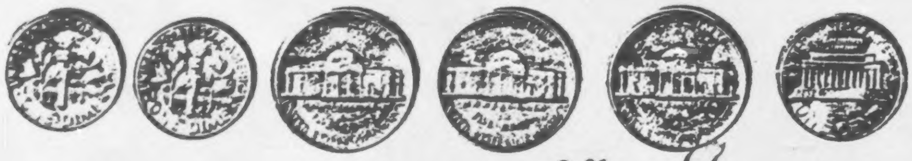
Value:



Value:



Value:

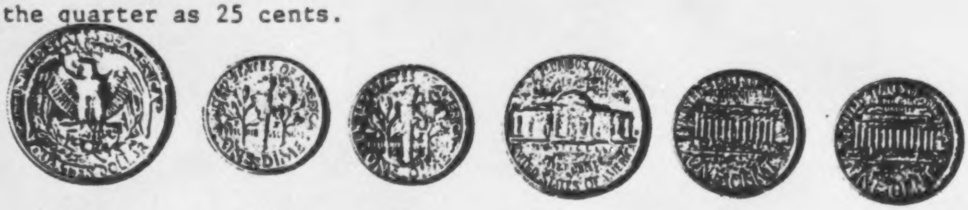


Value·

Making Change

To find the value of this set of coins, start at the left. The numbers you say as you count are written under the coins.

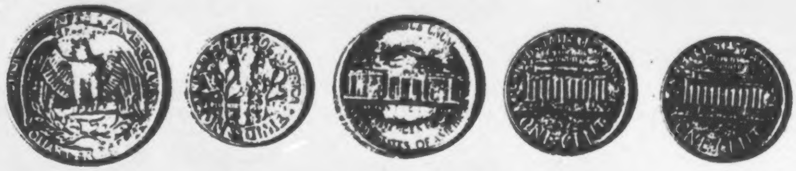
Count the quarter as 25 cents.



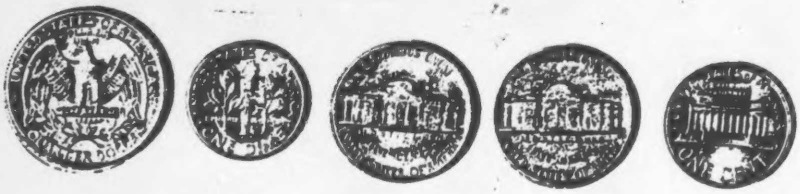
25 35 45 50 51 52

Value: 52¢

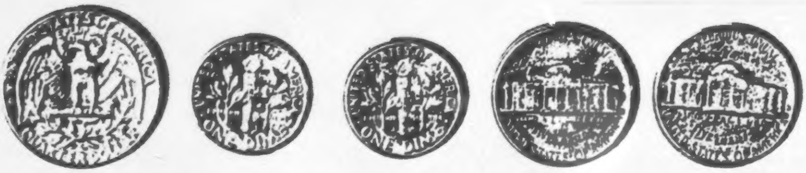
Find the value of each set of coins. Start counting at the left. Write the numbers under the coins as you count.



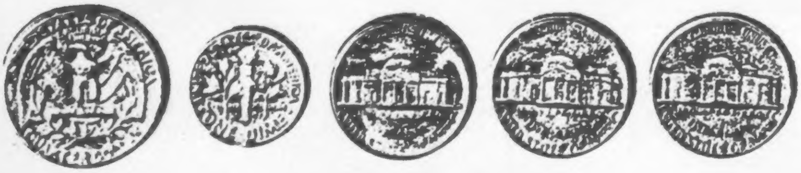
Value:



Value:



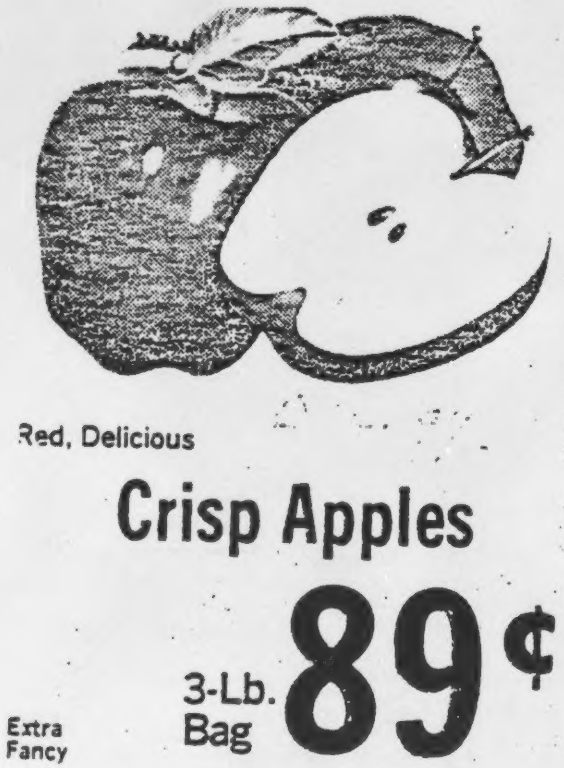
Value:



Value:

Comparison Shopping

(1)



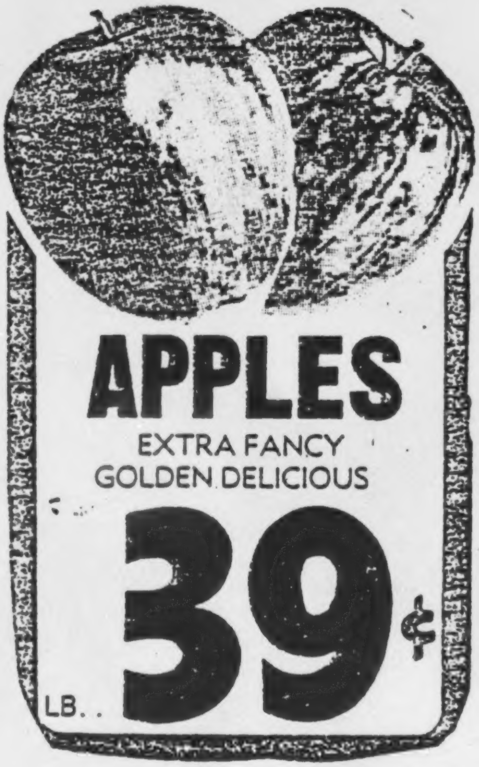
Red, Delicious

Crisp Apples

Extra Fancy

3-Lb. Bag **89¢**

(2)



APPLES

EXTRA FANCY
GOLDEN DELICIOUS

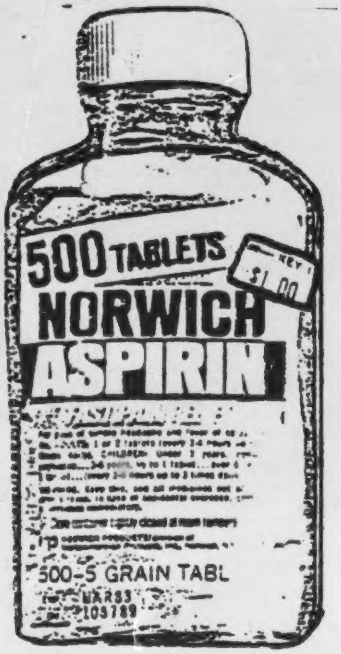
LB. **39¢**

Which place would you buy apples, (1) or (2)? (1)

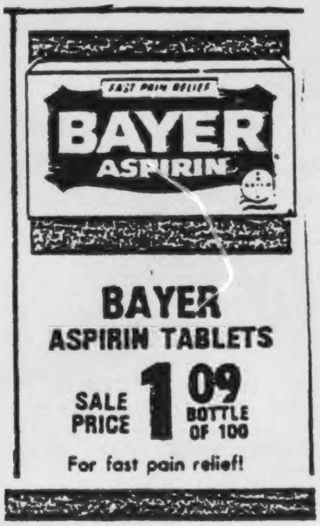
Comparison Shopping

ASPIRIN

Generic Brand
Regular Price


500 TABLETS
$1.00
NORWICH
ASPIRIN
500-5 GRAIN TABL

Brand Name
On Sale

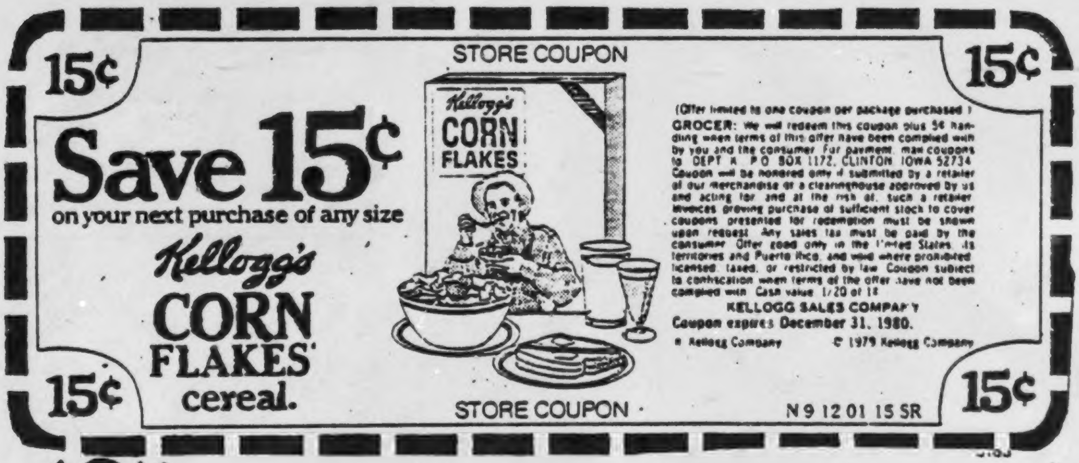

FAST PAIN RELIEF
BAYER
ASPIRIN
BAYER
ASPIRIN TABLETS
SALE PRICE
1.09
BOTTLE OF 100
For fast pain relief!

1) How much is the cost per unit? ($1.00 for 500 -- $1.09 for 100)

2) Which one stops pain better? (neither - both the same)

Comparison Shopping

Coupons are put out by manufacturers and stores encouraging you to buy special products at reduced prices. You can find coupons in newspapers, magazines, inside and on products, and, sometimes, they are sent in the mail.

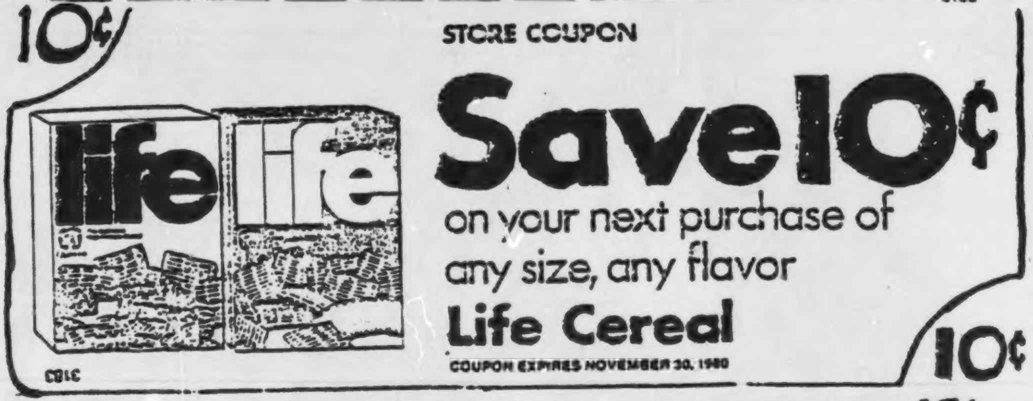


15¢ STORE COUPON 15¢

Save 15¢
on your next purchase of any size
Kellogg's
CORN FLAKES® cereal.

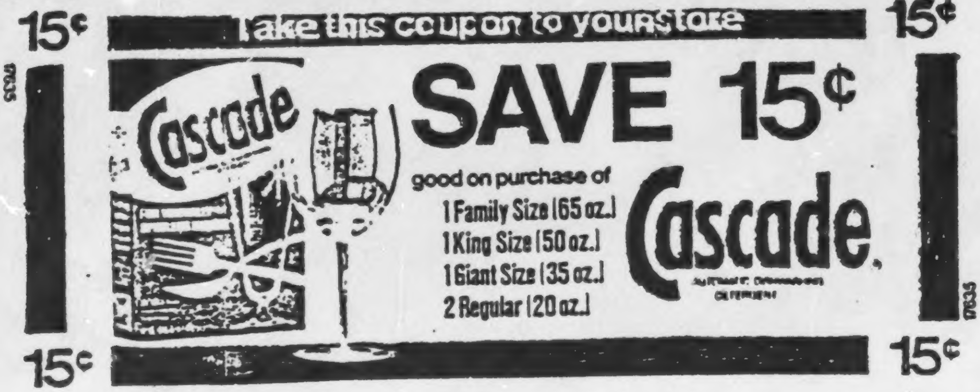
(Offer limited to one coupon per package purchased.)
GROCER: We will redeem this coupon plus 5¢ handling when terms of this offer have been complied with by you and the consumer. For payment, mail coupons to DEPT A, P.O. BOX 1172, CLINTON, IOWA 52734. Coupon will be honored only if submitted by a retailer of our merchandise or a clearinghouse approved by us and acting for and at the risk of, such a retailer. Invoices proving purchase of sufficient stock to cover coupons presented for redemption must be shown upon request. Any sales tax must be paid by the consumer. Offer good only in the United States, its territories and Puerto Rico, and void where prohibited, licensed, taxed, or restricted by law. Coupon subject to confiscation when terms of the offer have not been complied with. Cash value 1/20 of 1¢.
KELLOGG SALES COMPANY
Coupon expires December 31, 1980.
® Kellogg Company © 1979 Kellogg Company

15¢ STORE COUPON N 9 12 01 15 SR 15¢



10¢ STORE COUPON

Save 10¢
on your next purchase of any size, any flavor
Life Cereal
COUPON EXPIRES NOVEMBER 30, 1980
10¢



15¢ Take this coupon to your store 15¢

SAVE 15¢
good on purchase of
1 Family Size (65 oz.)
1 King Size (50 oz.)
1 Giant Size (35 oz.)
2 Regular (20 oz.)
Cascade.
15¢ 15¢

DISCUSSION QUESTIONS ON EATING OUT

1. Where can people eat in a hurry?
2. Do you go to a restaurant to celebrate a birthday? What kind of restaurant would you go to celebrate a birthday?
3. Is it cheaper to eat in a restaurant or at home?
4. If you eat out, what kind of food do you order?
5. Can you name a restaurant you like?

SAVING HEAT

Yolanda: I read in a magazine how to cut the cost of heating my house.
Margarita: I need to know. Tell me.
Yolanda: I'll say it like this:
    1. Put plastic on the windows.
    2. Shut off rooms you are not using.
    3. Turn your thermostat down and always wear a sweater.
    4. Put old nylons in the outside vent from your dryer.
Margarita: 1. I never owned a dryer
    2. With all of my grandkids I use all of my rooms.
    3. The thermostat is down.
    4. I guess all I can do is put plastic on the windows.
Yolanda: Just try it, Margarita. You, too, Ruth.

UNDERSTANDING YOUR SOCIAL SECURITY

1: Hey, look at my check! Why do I have to pay FICA?
2: That's for Social Security.
1: What does it do?
2: Social Security pays you an income when you get old.
1: Will it pay income to my family also?
2: If you die, your children will get a monthly allowance.
1: What about Myrna:
2: She'll get a pension when she's 62.

FILING YOUR INCOME TAX

1: Where do you have your tax return filled out?
2: Well, I do it. I try to fill it out myself and then I go to the Internal Revenue Service. They check it over before I send it in.
1: Is that expensive?
2: No, it doesn't cost anything at all.

Building the Vocabulary and Concepts

Intermediate Vocabulary

section
second-hand
classified
form
materials
fines
agree
rules
regulations
dictionary
locating
sample
example
shrimp
expensive
figure
White Sales
hosiery
sewing machine
carrying case
pick up (receive)
item
size
medium
shipping weight
weights and measures
inches
foot
yard
ounce
test drive

pound
quart
gallon
interest
quality
carpenter
mechanic
cabinet
trade
fixed (repaired)
"talked-into"
avoid
savings account
maiden name
"blank check"
nickname
to dial
regularly
directly
percentage
annual
disability
hidden
provides
returns
poor merchandise
sales slip
complaint
repairman
utilities
appraise

deposit
lease
handle (use)
correct
short-change
neither
carefully
cashier
bought
baseball mitt
train ticket
raincoat
plans
advertisements
extra
smallest (least)
Generic Brands
value
nutritional values
purchase
stamps
refund
requirement
ingredients
get rid of a headache
chemicals
emergency
weekly/monthly
down payment
mortgage
interior

Putting the Words and Ideas into Action

READING A NEWSPAPER

John: How do you find things in a newspaper?

Harry: You look on the bottom of the front page. It says, "Today's Index."

John: What does that mean?

Harry: It tells what page to find things, see, here it is.

Today's Index

AgriBusiness	2E	**Obituaries**	3A
Around Las Cruces	4E	**Our Earth**	9D
Bridge	3E	**Profile**	1E
Classified	6-12E	**School Menus**	8C
Crossword	12D	**SunLife**	1-7D
Dear Abby	3D	**Sports**	1-8B
Editorial	4A	**State News**	9A
Entertainment	10-11D	**Word Sleuth**	9D
Fine Arts	10-11D	**World News**	9-10B
Horoscope	2E	**Circulation**	523-4581
Movies	10-11D	**Classified**	523-4581

John: I think I understand. If I want to take Clara to the show tonight, I find out about the shows by looking at page 10 section D of the paper.

Harry: Yes, and if you are looking for a job, a house, a lost animal, or second-hand furniture or tools you would look at pages 6 to 12 in section E, the classified section.

John: Thanks, Harry, you've been a big help.

Locating Words in the Dictionary

Once you have turned to the correct letter section of the book, look at the guide words at the top of each page. These words tell you if the word you are looking for will be found on that page. If the guide words are DRAFT and DREAM, it means that every word that falls alphabetically between DRAFT and DREAM will be found on that page. For example -- "draw" will but "dreary" will not.

Here are four sample dictionary pages. Decide on which page each of the words below is found and write the number of the page on the line to the left of the word. If the word would not be found on any of the pages, write X on the line. The first has been done as an example.

1		2	
baby	ball	ballad	battle
3		**4**	
bawl	beat	belief	box

_(2)_ 1. ballot
_____ 2. bamboo
_____ 3. bind
_____ 4. bone
_____ 5. belt
_____ 6. bead
_____ 7. browse
_____ 8. barricade
_____ 9. boil
_____10. babble
_____11. buckle
_____12. bachelor
_____13. beach
_____14. brave
_____15. biography
_____16. bonnet
_____17. basin
_____18. book
_____19. believe
_____20. bilge
_____21. balance
_____22. back
_____23. break
_____24. bull

Yellow Pages

(Have one telephone directory for each student)

In the yellow pages, businesses are listed by the service or product they deliver.

Write down the name, address and telephone number for one of each of the following:

A business person that fixes a faucet. ____________________________

A business person that fixes a broken window. ____________________

A business person that builds houses. ____________________________

A business person that sells insurance. ___________________________

A business person that sells cars. _______________________________

A business that sells furniture. _________________________________

A business that sells cakes, pies and bread. ______________________

A business where you can get your hair cut. ______________________

A person who handles legal problems. ____________________________

A person who takes care of sick people. __________________________

MAKING CHANGE

Note to Teacher: An exercise with play money, teaching students how to actually make change would be valuable here.

You may have a job where you will have to handle money and make change. It is important that you know how to figure the correct amount. You do not want to short-change the customer by giving him too little money. Neither do you want to give him too much change. Here are some problems that will give you practice making change. Read each section carefully before writing your answer.

1. Sue bought some things in the store that amounted to $.80. She gave the cashier $1.00. How much change should she get? _______. If she gave the cashier $5.00, how much change should she get? ______. If she gave the cashier $20.00, how much change should she get? ______.
2. John bought a baseball mitt that cost $3.79. He gave the cashier $20.00. How much change should he get? ______.
3. Mother's groceries came to $11.29. She gave the cashier $20.00. How much change should she get? ______.
4. Peter bought a jacket. It cost $14.95. He gave the cashier two $10.00 bills. How much change should he get? ______.

5. Sally bought a cake for $1.29. She gave the cashier two $1 bills. How much change should she get? _____.

6. Mr.Sanchez bought a train ticket for $21.80. He gave the cashier three $10 bills. How much change should he get? _____.

7. Mr. Gray bought a coat for $24.89. He gave the cashier a $10 bill and three $5.00 bills. How much change should he get? _____.

8. Janet bought a raincoat which cost $11.50. She gave the salesgirl two $5 bills. The salesgirl said it was not enough money. How much more did Janet have to give the salesgirl? _____.

EATING OUT ON A BIRTHDAY

John: It's your birthday. Let's go have lunch.
Jane: Someplace nice and quiet that has good food.
John: This is nice and quiet.
Jane: Yes, nice, quiet and expensive.
Waitress: Are you ready to order?
John: Yes, I'll have number 5.
Jane: I'll have the same.
John: That was good. Here's the bill. I'll figure 15% of the bill for the tip for the waitress.

1. What type of lunch do you eat?
2. Is it less expensive to eat in a restaurant or at home?
3. What else (beside dollars and cents) might change the answer to number 2?

(Singles/couples; spoiled food, waste, time traveling, diet, special events: birthdays, anniversaries, weddings)

(Note to Instrutor: Find Menu in picture section at the end of this unit.)

DO'S AND DON'Ts OF GROCERY SHOPPING

DO:

- Plan how much you can afford and need to spend each week. (Use the amount of pay you bring home and your past cash register receipts to help you set the amount)
- Plan your meals ahead of time.
- List what you need and stick to your list.
- Read the newspaper for sales on the items you need.
- Figure the price per ounce, pound, quart, or count to compare the value of different sizes and brands.
- Read the labels to compare net weight, number of servings and nutritional value.
- Check the dates stamped on the products to be sure it won't spoil before you can use it.
- Add up the cost of your choices before you check out. If it's too much, return something.
- Watch the checker - everyone makes mistakes. Ask the checker to call out the prices so you can be sure he/she recognizes the sales for the day.

DON'T

- Shop when you are hungry. Everything looks good to buy and especially snack foods.
- Go too far out of your way for a sale. You have to figure the cost of gasoline, too.
- Buy in larger quantities that your family can use in a safe amount of time.
- Take small children with you. They take your mind off the job and ask for many things you don't need.
- Believe advertising words such as "Giant Family Size" without checking their value by comparing their unit prices with other sizes.

WEEKLY SHOPPING

On Thursday afternoon Charlene plans her weekly shopping. The food sales for the week are in the newspaper on Wednesday and Thursday. Charlene first makes a shopping list and then looks at the advertisements to see where she can get the best prices on the items she needs.

Shopping List	STORES			
	No. 1	No. 2	No. 3	No. 4
Milk	1/2 gal. $1.09	---	1 gal. 1.65	1 gal. 1.89
Bread	1-1/2 lb. .47	1 lb. 2/$1	1-1/2 lb. .59	1-1/2 lb. 3/$1
Eggs	---	Large: .77	Large: .77 X-lge: .79	---
Orange Juice	12 oz. .85	6 oz. 5/$1	12 oz. .79	---
Longhorn Cheese	---	---	1 lb. $2.09	1 lb. $1.79
Fresh Fruit				
Grapefruit	5/.99	---	4/$1	4/$1
Oranges	.99/5 lbs	.39/1b	.69/3 lbs.	$1/3 lbs.
Apples	.99/4 lbs	.49/1b	.39/1b.	.89/3 lbs.
Bananas	.29/1b	.39/1b.	$1/3 1b.	$1/4 lbs.
Pineapple	---	---	.79 ea.	.69 ea.
Three Meat Meals				
Stew Meat	$1.97/1b	---	---	$1.99/1b
Round Steak	$1.97/1b	---	---	$1.99/1b

Charlene planned her shopping in the following manner:

"I'm going to my friend's house at 9:00 A.M. She lives near store No. 1 so I'll go there when I leave my friend's house. I'll buy round steak, grapefruit and apples there."

"I must buy gas and it's near store #3 where I'll buy: orange juice, oranges, eggs and milk."

"I will go to store No. 4, near home, to buy cheese, bread, bananas and pineapple."

"By going to these stores in this order I will not spend much more on gas than I would just to visit my friend. I will take the second least expensive eggs because I don't want to drive the extra distance for only one item."

WEIGHTS AND MEASURES

16 ounces (oz.) = 1 pound (lb.)
2 pints (pt.) = 1 quart (qt.)
4 quarts (qt.) = 1 gallon (gal.)
12 inches (in.) = 1 foot (ft.)
3 feet (ft.) = 1 yard (yd.)

If there are 16 oz. in 1 lb., how many oz. are there in 3 lbs.? __________.
How many quarts are there in 2 gallons? __________.
How many inches in 2-1/2 feet? __________.
If milk is $1.80 a gallon, how much is a half gallon? __________.
If hamburger meat is $1.98 a pound, how much will 5 pounds cost? __________.

DIRECTIONS: Using the following advertisements fill out the chart and answer the questions.

Shopping List	No. 1	No. 2	No. 3	No. 4
Tomatoes				
Potatoes				
Oranges				
Yams				
Apples				
Crackers				
Tomatoe Sauce				
Eggs				
Coke				
Bacon				
Ground Beef				
Chuck Roast				
Stew Meat				

1. Where would you buy your food? Why?
2. How will you shop in order to spend the smallest amount of time, money and gas?

STORE 1

BEEF CHUCK ROAST
BLADE CUT .... **1.17** LB

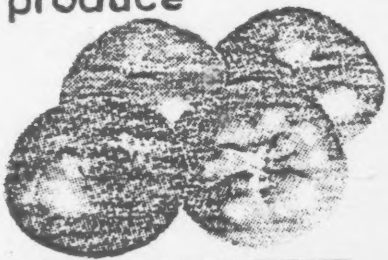
STEWING BEEF .... **1.87** LB.

PEYTON DEL NORTE BACON
1 LB. PKG. .... **1.17** EA.

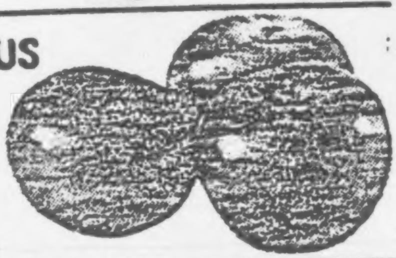
REGULAR GROUND BEEF
1.17 LB.

Fresh produce

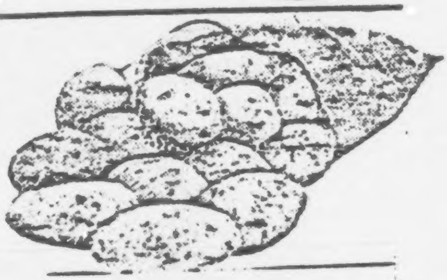
TOMATOES
MEDIUM SIZE
.49 LB.



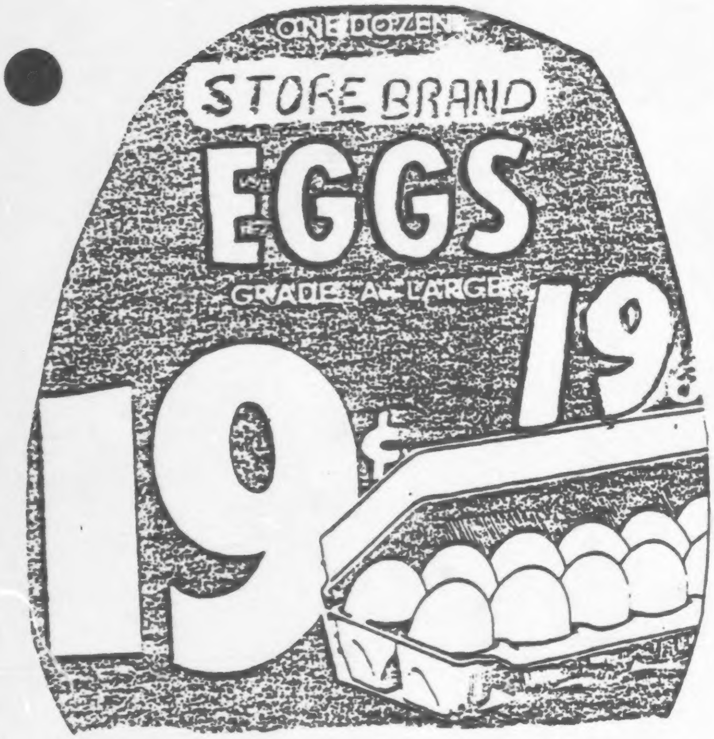
RED DELICIOUS APPLES
EXTRA FANCY
MEDIUM SIZE
.39 LB.

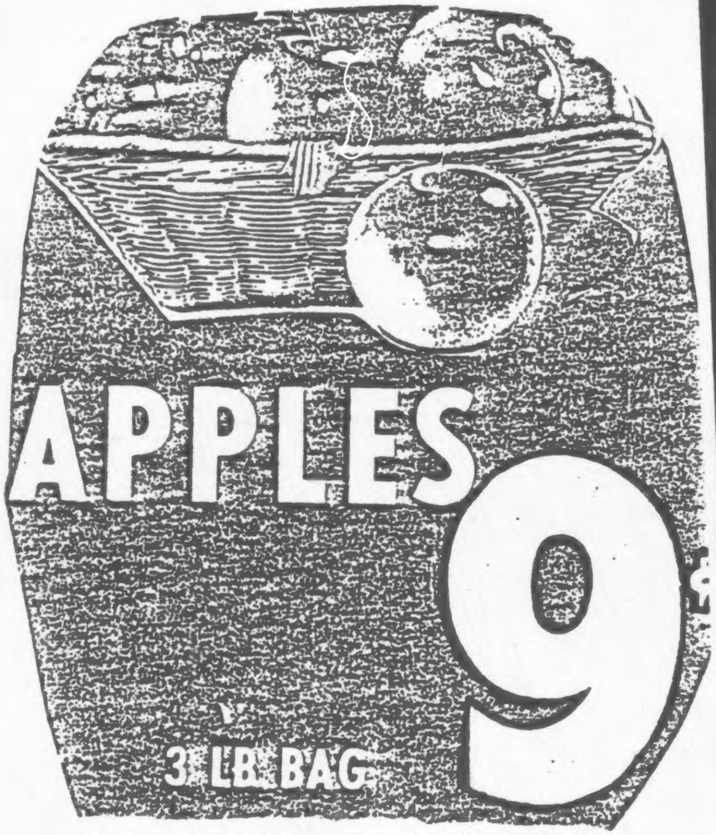


RUSSET POTATOES
U.S. #1
10 LB BAG
.99



STORE 2


ONE DOZEN
STORE BRAND
EGGS
GRADE A LARGE
19¢
19¢


APPLES
3 LB. BAG
9¢

YAMS

EAST TEXAS' FINEST.... 4 LBS $1.00

ORANGES

SEEDLESS NAVEL 4 LBS $1.00

LB ....

CRACKERS SALTINES........... 2-LB. BOX..... $1.09

TOMATO SAUCE OLD EL PASO 8-OZ. CAN. 6 FOR $1.00

STORE 3

CHOICE CENTER
WEEKLY SPECIAL!

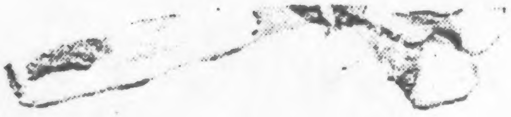
Russett Potatoes 5-Lb. Bag 59¢

Coca-Cola
Trade-mark ®

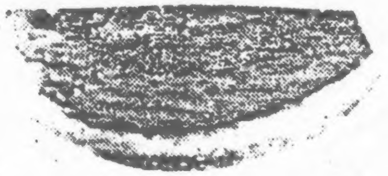
Coca-Cola, Tab, Fresca, Sprite or Sugar Free Sprite
Plus Bottle Deposit

6 32-Oz. Btls. $1.69

Grade-A Eggs Extra Large Doz. 84¢ .. LARGE DOZEN 79¢



Sliced Slab Bacon............Lb. 99¢
GLOVER'S



Ground Beef $1.39

Boneless Roast Beef Chuck USDA Choice Grade Beef... Lb. $2.25
Stew Beef Boneless USDA Choice Grade Beef............Lb. $2.05

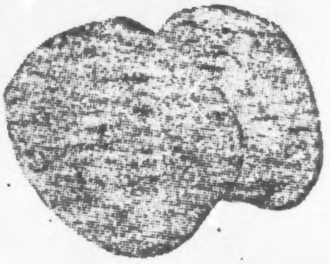
COCA COLA

LITER
6 PACK

$1.39

PLUS DEPOSIT

STORE 4



POTATOES

U.S. NO. 1

10 POUND
BAG
RUSSETS

89c

USDA CHOICE BEEF
CHUCK ROAST 7-BONE POUND **$1.39**

NAVAL

ORANGES

5 LB.
BAG

89¢

STOKELY'S

TOMATO SAUCE

8 OZ.

6 FOR $1.00

KRISPY

CRACKERS

16 OZ.
BOX

59c

AT LEAST 70% LEAN

GROUND BEEF

$1.19

POUND

SLAB BACON

GLOVER
1 LB.

69c

POUND

TOMATOES

FRESH
SALAD
SIZE

LB.

39c

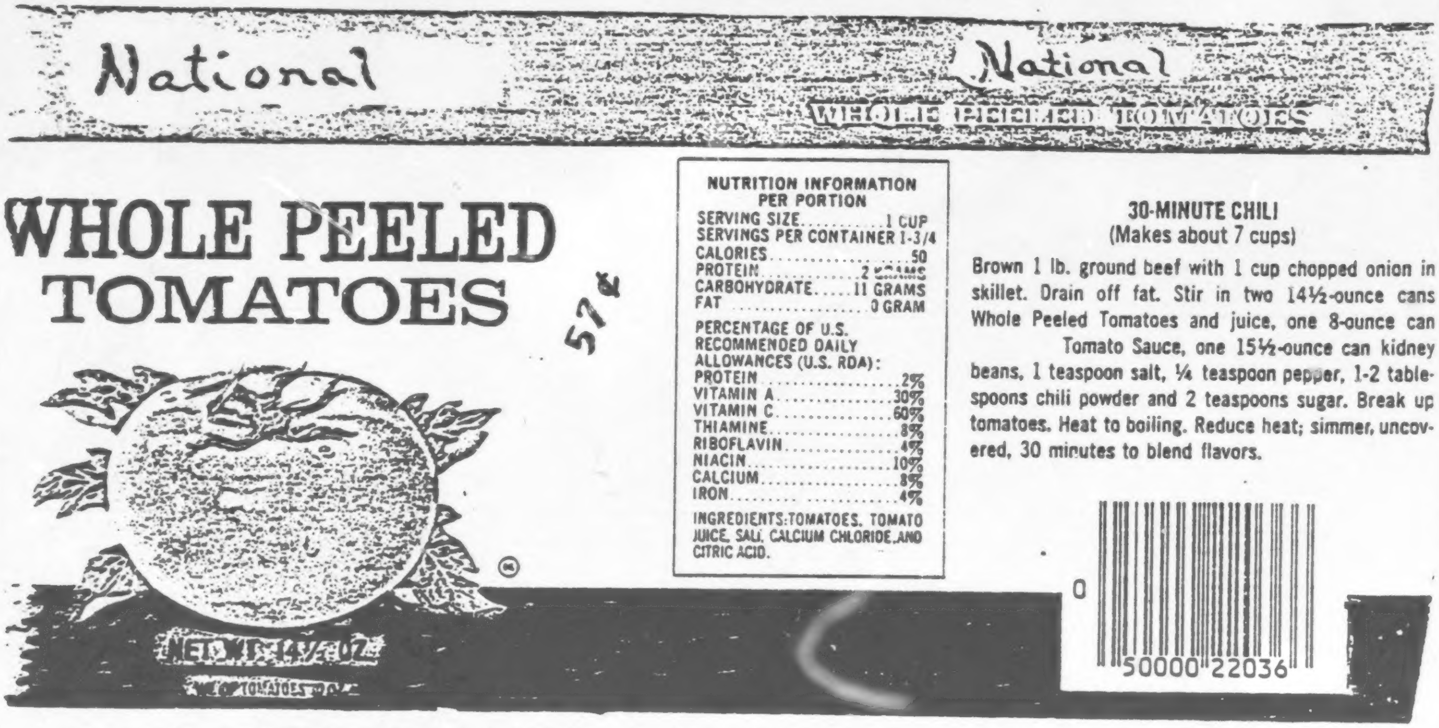
STEW BEEF

LEAN
CUBES

POUND

$1.99

Shopping for Generic Brands, Store Brands and National Brands are three ways of buying foods. For the most part there is no difference nutritionally, but there is a big difference price wise.



National

National

WHOLE PEELED TOMATOES

WHOLE PEELED
TOMATOES

57¢

NET WT. 14½ OZ.

NUTRITION INFORMATION
PER PORTION

SERVING SIZE............1 CUP
SERVINGS PER CONTAINER 1-3/4
CALORIES....................50
PROTEIN..............2 GRAMS
CARBOHYDRATE.....11 GRAMS
FAT ....0 GRAM

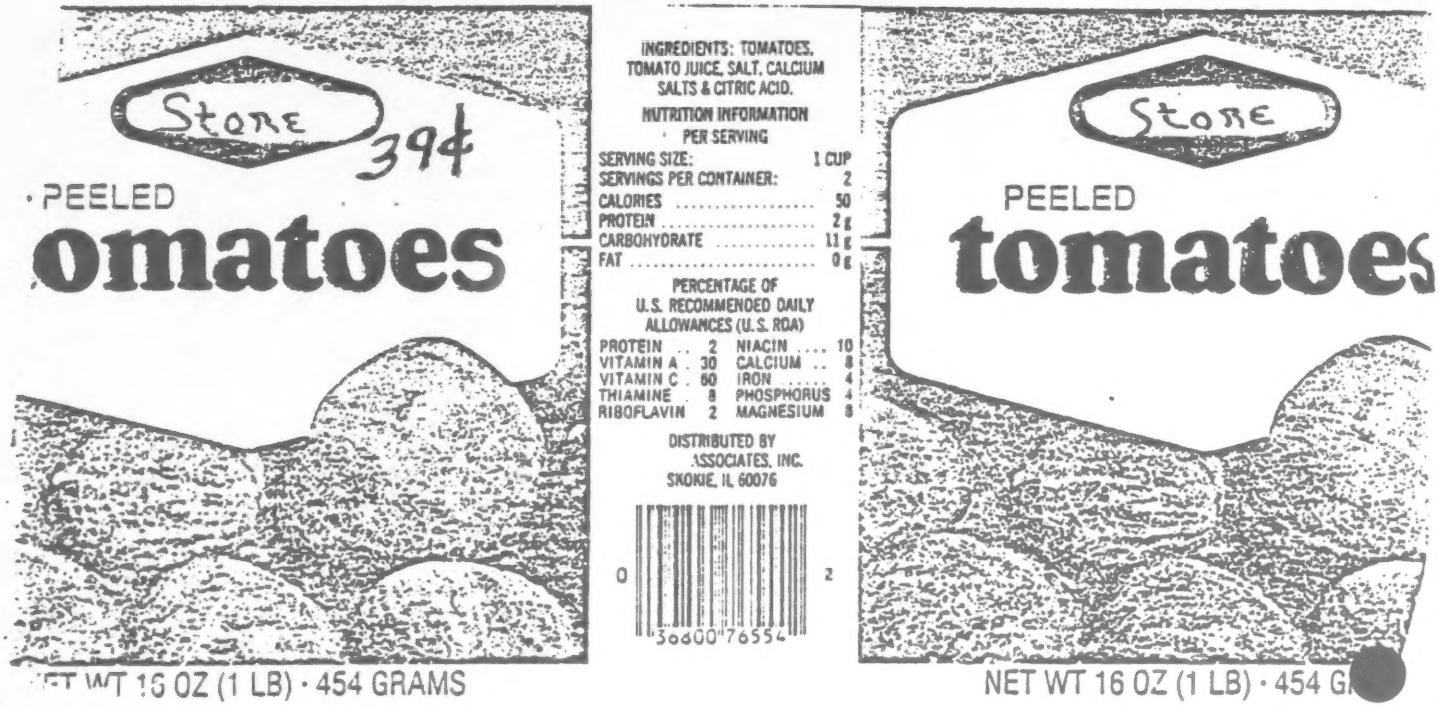
PERCENTAGE OF U.S.
RECOMMENDED DAILY
ALLOWANCES (U.S. RDA):
PROTEIN.....................2%
VITAMIN A..................30%
VITAMIN C..................60%
THIAMINE.....................8%
RIBOFLAVIN..................4%
NIACIN......................10%
CALCIUM.....................8%
IRON..........................4%

INGREDIENTS: TOMATOES, TOMATO JUICE, SALT, CALCIUM CHLORIDE, AND CITRIC ACID.

30-MINUTE CHILI
(Makes about 7 cups)

Brown 1 lb. ground beef with 1 cup chopped onion in skillet. Drain off fat. Stir in two 14½-ounce cans Whole Peeled Tomatoes and juice, one 8-ounce can Tomato Sauce, one 15½-ounce can kidney beans, 1 teaspoon salt, ¼ teaspoon pepper, 1-2 tablespoons chili powder and 2 teaspoons sugar. Break up tomatoes. Heat to boiling. Reduce heat; simmer, uncovered, 30 minutes to blend flavors.

0 50000 22036



Store

39¢

PEELED
omatoes

ET WT 16 OZ (1 LB) · 454 GRAMS

INGREDIENTS: TOMATOES, TOMATO JUICE, SALT, CALCIUM SALTS & CITRIC ACID.

NUTRITION INFORMATION
PER SERVING

SERVING SIZE: 1 CUP
SERVINGS PER CONTAINER: 2
CALORIES 50
PROTEIN .... 2 g
CARBOHYDRATE .... 11 g
FAT .... 0 g

PERCENTAGE OF
U.S. RECOMMENDED DAILY
ALLOWANCES (U.S. RDA)

PROTEIN .. 2
VITAMIN A . 30
VITAMIN C . 60
THIAMINE . 8
RIBOFLAVIN 2
NIACIN 10
CALCIUM .. 8
IRON 4
PHOSPHORUS 4
MAGNESIUM 8

DISTRIBUTED BY
ASSOCIATES, INC.
SKOKIE, IL 60076

0 30600 76554 2

Store

PEELED
tomatoes

NET WT 16 OZ (1 LB) · 454 G

GENERIC BRAND

PEELED
TOMATOES

3 For $1

NUTRITION INFORMATION

PER SERVING

SERVING SIZE: 1 CUP • SERVINGS PER CONTAINER: 2

CALORIES	50	CARBOHYDRATE	11 g
PROTEIN	2 g	FAT	0 g

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA

PROTEIN	2	NIACIN	10
VITAMIN A	30	CALCIUM	8
VITAMIN C	60	IRON	4
THIAMINE	8	PHOSPHORUS	4
RIBOFLAVIN	2	MAGNESIUM	8

SPECIFICATION VALU TIME APPROVED

INGREDIENTS: TOMATOES, TOMATO JUICE, SALT, FIRMING AGENTS (CALCIUM CHLORIDE AND/OR CALCIUM SULFATE) AND CITRIC ACID.

These tomatoes may vary in color and may not all be whole. They are nutritious and wholesome and are especially suitable for cooking purposes.

NET WT 16 OZ (1 LB) 454 GRAMS

0 36800 76224 4

DISTRIBUTED BY VALU TIME DIVISION
TOPCO ASSOCIATES, INC., SKOKIE, IL 60077 © TOPCO

1. What differences can you see between the three cans of tomatoes?
2. What differences are there in the nutritional values?
3. What differences are there in serving sizes, and servings per container?

DIALOGUES

1. Situation: Carla and Susie are in check-out line at the supermarket talking about saving money.

Carla: Every time I come to the store I spend about $20. Everything is so expensive.

Susie: I think it's better to come once a month and buy everything I need at one time. You're going to buy the same things. At least I save on gas.

Carla: I guess that's a good idea. One thing I do know is not to buy so many "brand name" products. Many times I buy generic products or even some store brands. For example, instead of buying Bayer aspirin, I can buy K-Mart aspirin and still get rid of my headache.

Susie: Are you sure that K-Mart aspirin is as good as Bayer?

Carla: Yes, my son took a class at the university and he found out that all aspirin has the same ingredients, but some have other chemicals. That is what makes them more expensive.

Susie: That is really good to know. Do you know that it is also best to go shopping after you have eaten?

Carla: Really? Why?

Susie: Well, when you are hungry and you go shopping, you feel like eating everything you see. So you buy more. But if you're full, then you don't buy as much. Another good idea is to cut out and use the different coupons.

Carla: Yes, that's a very good idea. I cut all of the ones I find. If I don't use them, I give them to friends like you, so you can use them.

Susie: Thanks, I'll save some for you, too!

2. Situation: Amy and Chris have just been married. They want to buy a washing machine.

Amy: There is a sale at Dune's on washing machines. It says 25% off. What do you think? Should we buy one? We really need one and it's better than going to the laundry.

Chris: Do you think we can afford to pay for it?

Amy: We do have some money in the bank.

Chris: Yes, but that is only for an emergency. Maybe, if we paid monthly.

Amy: I don't know. Many times the "interest" on monthly payments is very high.

Chris: Did you say that the sale was at Dunes?

Amy: Yes, why?

Chris: I have a cousin who works there. I'm sure he could give us a lot of information. He could help us find a real good sale and a good quality washing machine. He might even tell us to buy at some other place. He told me a long time ago that Dune's was very expensive.

Amy: He should know. He works there, and must know about prices and quality.

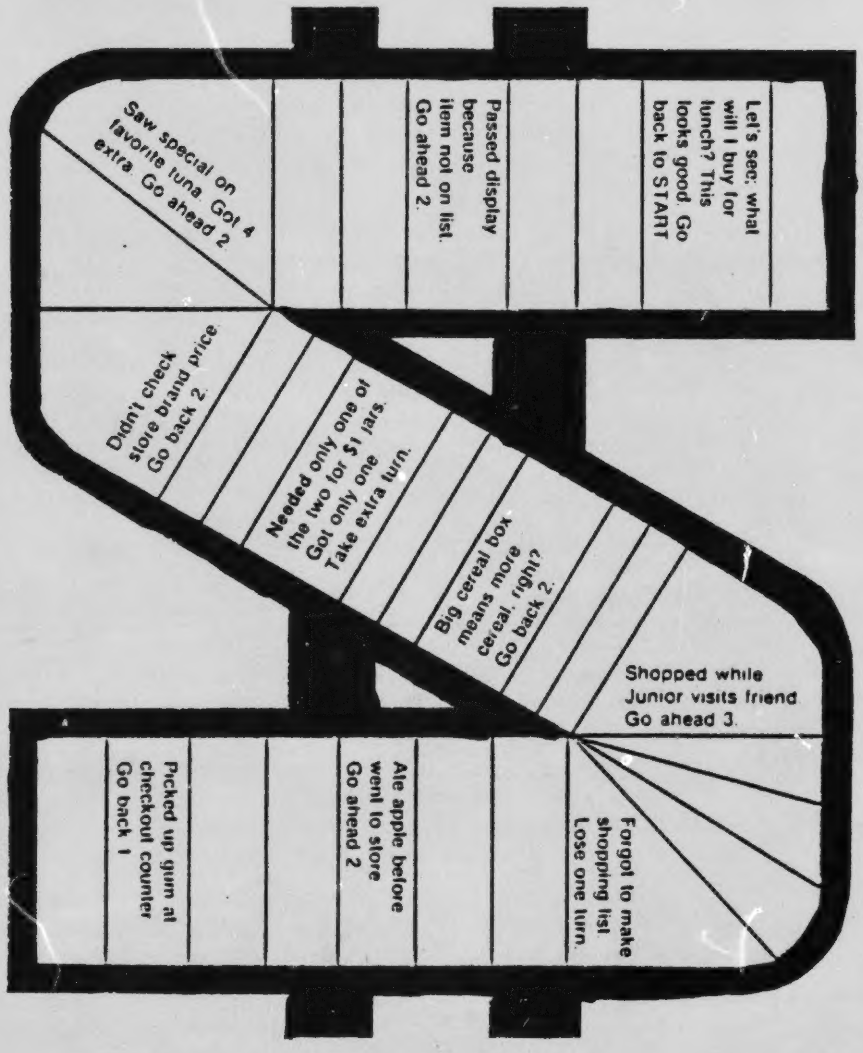
Chris: O.K., I'll call him.

New Mexico State University COOPERATIVE EXTENSION SERVICE U.S. Department of Agriculture

100 ENP A-1-3

Let's Play
The Supermarket Game

Use buttons for tokens. Make move by flipping a coin.
Heads = 3 spaces. Tails = 2 spaces.


START
Let's see; what will I buy for lunch? This looks good. Go back to START
Passed display because item not on list. Go ahead 2.
Saw special on favorite tuna. Got 4 extra. Go ahead 2.
Didn't check store brand price Go back 2.
Needed only one of the two for $1 jars. Got only one. Take extra turn.
Big cereal box means more cereal, right? Go back 2.
Shopped while Junior visits friend Go ahead 3.
Forgot to make shopping list Lose one turn.
Ate apple before went to store Go ahead 2
Picked up gum at checkout counter Go back 1
THE WINNER!

Playing "The Supermarket Game" can be fun, but it's more than a game. To get the most out of your food dollar, plan to pick nutritious foods and win.

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20 Ways To Save Money

As prices go up, it seems harder and harder to save money. There are many ways, however, to spend less. This checklist suggests some ways to cut costs.

Check each one you think you can do. Write in the amount you saved after you accomplished the savings. Adding up your total savings will give you a sense of accomplishment. Go ahead-pat yourself on the back .... and then do it again!

CHECK — Amount Saved

_____ 1. Change to less expensive brand of product. There is virtually no difference in some products such as chlorine bleach, aspirin, rubbing alcohol. We found vitamins of similar content that varied from $2.99 to $8.79. $__________

_____ 2. Change to a different size product. The large size is not always the best buy, but do compare prices to get the best buy. Deodorant, for example, cost 22 cents an ounce less for the large bottle, in one comparison. $__________

_____ 3. Cherry Pick. That is an industry term for those who buy only the goods on special (traffic builders). 1) Watch the ads. 2) Make sure it really is a bargain 3) Don't buy other things on impulse while cherry picking. $__________

_____ 4. Trade down. Trying to get the buyer to purchase a fancier or more expensive item is called "trading up". Buy only the features on appliances you will use. $__________

_____ 5. Avoid aerosol containers. Studies show goods packaged in aerosol containers are more expensive than the same type product in non-aerosol containers. $__________

_____ 6. Leave your credit card at home. A large oil company said in its annual report to stockholders, "It has been established that credit card customers buy 50% more than their cash-on-the-line counterparts." $__________

_____ 7. Write letters. Forget the telephone except in emergencies or important matters. One family managed to save almost $20 a month by cutting down long distance calls. $__________

_____ 8. Rent instead of buy. If you only use a power saw occasionally, rent it from rental stores or a neighbor. If you only camp out a couple times a year, rent a camper. $__________

_____ 9. Sell it if you don't use it. You don't have to move to have a garage sale. If you only have a few items get together with friends. For one or two large items like appliances, advertise in the newspaper or free bulletin boards at work, grocery stores, community centers. $ ________

____ 10. Change your mind. Don't buy. Think twice. Do you really want or need it? Many items can be given up with little or no real sacrifice. $ ________

____ 11. Find out where your money goes. Money has its own rules and its first and clearest rule is that you have to keep track of it. $ ________

____ 12. Ask your doctor to prescribe a generic drug. Many drugs are made by the same "recipe" but sold under different names. The basic "recipe" name is the generic name. Studies show that drugs bought by generic name are frequently much less expensive than the same drug sold under a brand name. $ ________

____ 13. Shop around for prescription drugs. Surveys show wide price variations at different stores. $ ________

____ 14. Cut down gift expenses. Buy less expensive gifts. Suggest exchanging letters instead of gifts. Invite someone to dinner instead of giving a gift. $ ________

____ 15. Develop donation resistance. Give to your favorite charities, but don't feel obligated to donate to everyone that asks. $ ________

____ 16. Fly lower. Check economy flights and off hour rates. One couple saved $30 on a night flight plus $20 on the motel since they had one less night to stay $ ________

____ 17. Check subscriptions to magazines. Do you actually read the ones you subscribe to? If not, drop them. Think twice before you commit yourself to record clubs and other buying clubs. $ ________

____ 18. Buy in quantity when items are on special. (If the item won't spoil.) One lady bought a case of facial tissues at 33 cents each. She says they now cost over 50 cents a box and are still going up. $ ________

____ 19. Be sales resistant. Don't let anyone talk you into something you don't want. Show door-to-door salesmen to the door. Avoid home sales parties. $ ________

____ 20. Read consumer information magazines. Magazines such as Consumer Reports and Consumer's Research Magazine test products and report their findings. These are available by subscription or in the library. $ ________

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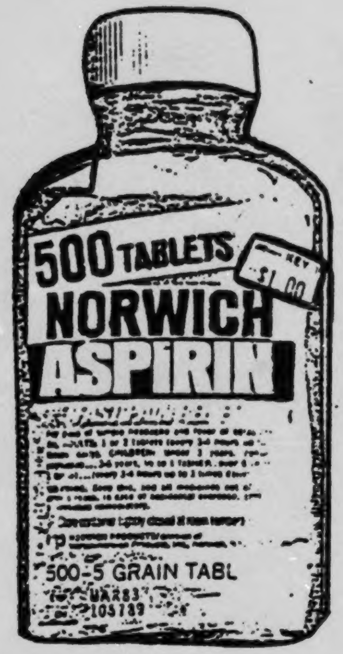
Comparison Shopping

ASPIRIN

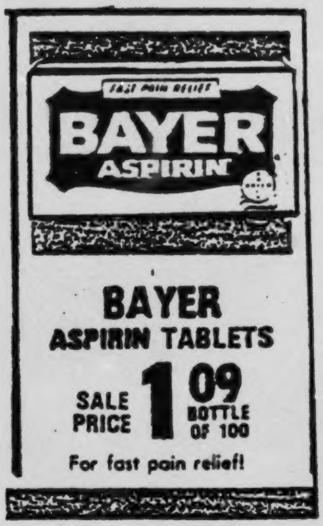
Generic Brand

Regular Price


500 TABLETS
$1.00
NORWICH
ASPIRIN
500-5 GRAIN TABL

Brand Name

On Sale


FAST PAIN RELIEF
BAYER
ASPIRIN
BAYER
ASPIRIN TABLETS
SALE PRICE 1.09 BOTTLE OF 100
For fast pain relief!

1. How much is the cost per unit? ______*______.
2. Which stops pain best? ______**______.

*$\frac{1.00}{500}$ 2 Norwich = .0002 per aspirin

$\frac{1.09}{100}$ Bayer = .011 per aspirin

** neither.

101

JANUARY	FEBRUARY	MARCH
End of Season Sales; After-the-holiday sales; Small appliances; White goods; Fabrics; handbags; canned vegetables.	Pre-holiday and holiday sales; large appliances, furniture, floor coverings; mattresses; used cars; canned vegetables	Housewares; china and glassware; air conditioners; luggage; hosiery (nylons)
APRIL	**MAY**	**JUNE**
After-the-holiday sales; Soap, cleaning supplies	Pre-holiday and holiday sales; television sets; white goods; handbags; tires; graduation gifts	Storm windows; building materials; TV Sets
JULY	**AUGUST**	**SEPTEMBER**
End of Season Clearances; Refrigerators and washing machines; furniture, floor coverings; white goods; garden supplies; handbags	Furniture, white goods, garden supplies; painting supplies; cameras; school supplies; school clothes; tires; fresh vegetables and fruits.	Canned vegetables; fresh vegetables and fruits; pre-holiday and holiday sales; housewares; china and glassware
OCTOBER	**NOVEMBER**	**DECEMBER**
Pre-holiday and holiday sales; hosiery (nylons); school supplies; canned vegetables	Pre-holiday and holiday sales	Pre-holiday and holiday sales End of Season clearances

Teacher's Note:

1. Have students add items from their personal experiences.
2. Discuss possible reasons for seasonal sales (harvest season, overstock, inventory, special "large purchase" bargains for holidays, room needed for next seasons' special things.)

DISCUSSION QUESTIONS ON SHOPPING

1. Do you shop specials?
2. Do you shop at the same store or different stores? (use a newspaper to show the ads from different stores.)
3. Do you shop alone or do you shop with someone else?
4. Do you like to go shopping?
5. Are the prices higher (more expensive) than in the country you came from? (This almost always gets a reaction.)
6. Do you buy your clothes or make your clothes?

SEASONAL SALES

Thelma: Jerry, will you help me pick chile this afternoon? We're almost out and I want to get some to freeze.

Jerry: Why don't you just buy them in the store? It's so much faster and easier.

Thelma: Yes, and so much more expensive. I can pick chile for 20¢ a pound, buy it fresh in the store for 39¢ a pound and in the cans it costs 79¢ for seven ounces - that's about five or six chile's. If we only used a few a month it wouldn't be worth the work, but I put up 100 pounds every year!

Jerry: Okay! Okay! If we pick it we save 19¢ a pound. For 100 pounds, that $19.00.

Thelma: Right! That's how I make our food money buy so much. I pick and can or freeze the vegetables and fruits we use most when they are ready and then I don't have to put out money for them later when they are more expensive.

Jerry: I do the same thing in the business. Every year the wholesale houses have "pre-inventory" sales and the things are marked way down. I only buy what I'm sure I can use and it saves me alot over a year's time.

Thelma: It only makes sense to be careful with our money. We work too hard to earn it to be careless.

AFTER CHRISTMAS SALES

Heather: Hi Rachel, are you shopping for Christmas things, too?

Rachel: Yes, I'm finishing up my list with some sales I found on toys. What are you getting?

Heather: I'm buying everything today, gifts, wrapping paper, cards and all. It's going to be an expensive day for me.

Rachel: I could never afford it all at once. I buy things all year long as I see something I think someone would especially like. I buy my wrappings right after Christmas - it's half price then. That saves me money and I don't mind storing it.

Heather: Half price! This year I think I'll try that. Too bad it's only on Christmas wrappings.

Rachel: It's not, clothes, toys, all kinds of gifts are on sale then. I usually buy the kids birthday presents then, too. Last year I found the perfect Graduation present for Susie on sale. I always plan to save some money for the after Christmas sales and I check the gifts I have to give for the next year. That way I have an idea of who to buy for and what kinds of things to look for.

Heather: That will take some planning. Maybe I'll try it and see how it works for me.

CAREFUL SHOPPING

Barbara: Harry, you've got to get a new coat. The collar on this one is wearing out and there is a thin spot on the elbow.
Harry: We can't afford one right now, but we can check the prices and find out how much it will cost. Let's see if we have enough to pay for it with my next check.
Barbara: Let's make a list of the things we are looking for - type of material, size, and color so that the coats we compare are all alike.
Harry: We can check all of the catalogs and the newspaper ads for this week. I'll check with Charlie for the address of that factory outlet he was telling me about.
Barbara: We can also check the "End of the Month" sales, next week, but we'll need to get the other information first so we will know a good sale if we see one.
Harry: You're right. Let's start checking the catalogs now.

Note to Teacher: Provide catalogs from different stores.

COMPARISON CATALOGUE SHOPPING

Mary: I'd like to buy little Mary a toy sewing machine for Christmas.
Peter: Let's check the catalogues. Here, Montgomery Ward has one on page 476, it costs $37.95.
Mary: Sears has one at $34.99.
Peter: Are they the same or different?
Mary: Montgomery Wards' has a carrying case, Sear's doesn't.
Peter: Do you need a carrying case?
Mary: I don't think so. Let's call Sears.
Peter: Before we do, let's look at children's watches. We need to order one for Paul.
Mary: Sears charge is $17.95, Montgomery Ward is the same, so is Penny's.
Peter: Let's order that from Sears, also, then we'll only have one place to go to pick up an order.
Mary: That's a good idea.

ORDERING BY CATALOGUE

Henry: I would like to order from the sale catalogue.
Clerk: What is your name please?
Henry: My name is Henry James (or use your name).
Clerk: What's your address?
Henry: My address is ________________.

Clerk: What's your telephone number?
Henry: My telephone number is ______________.
Clerk: What is the item number of the first article you wish to order?
Henry: B3R4638 - a sweater.

Clerk: Price, please
Henry: $10.88
Clerk: Size, please?
Henry: Medium
Clerk: Color?
Henry: Number 10, red.
Clerk: Shipping weight?
Henry: One pound.
Clerk: Next item, please?
Henry: That's all, thank you. When may I pick my order up?
Clerk: In a week. Thank you for calling Montgomery Ward.

SHOPPING DECISION MAKING

Shopping is something everyone does, but few people think about. Just as we can save grocery money by planning and being careful, we can save money in other spending by making a number of decisions before we ever go to a store. Many of these decisions we make without really thinking about the other choices we have. The following are some examples of pre-shopping considerations. As you're reading these, see if you can add some ideas of your own to the lists.

PERSONAL BUDGET DECISIONS: ("it" refers to product)

- does it fit in your budget?
- is it for a special room where price is not an important consideration?
- is it for everyday use or special occasions?
- do you have time to wait for sales?
- who is it for? (adults, children, friends, relations, general or personal gifts)
- can you plan ahead for yearly sales (gifts - graduation, birthday, anniversary, wedding, shower, Christmas, towels, sheets, appliances, clothing, school supplies, canned goods?)
- must it last you for a long time or a short time? (furniture/ children's clothes)
- how much is it worth to you?

SPECIAL/SPECIFIC FACTORS: What's most important to you?

HOUSING

rent/buy
house/apartment/trailer
location
  a. work
  b. school
  c. stores
  d. neighborhood/neighbors
  e. family nearby
size/cost of utilities/need
____
____
____
____

FURNITURE

Construction
  a. fabric
  b. wood/metal/plastic
  c. staples/glue/pegs
name brands
store prestige
use
  a. family
  b. couple
  c. individual
new/used
____
____

CARS

new/used
big dealer/small dealer/friend
foreign/domestic
guarantee/service
service contracts
insurance
Miles Per Gallon ratings
size/use
  a. family
    1. couple
    2. many children
    3. pets
    4. traveling
  b. individual
    1. sporty
    2. durable
    3. traveling
  c. city/county/farm
  d. types - sedan, station wagon sports car, van, pickup
Cash/financing

APPLIANCES

name brands
servicing
  a. yes/no
  b. need for
  c. contracts
energy ratings
size/need/budget
new/used
extras-cost/need
  dryer and stove knobs and settings; icemakers, water-in-door in refrigerators; self-cleaning/regular oven
____
____

1. Can you add to these lists of things to think about?
2. What experiences - good or bad - have you, your friends, or your relatives had in buying any of these things?
3. Some big families draw names for gifts - What do you think of this? What are some other ways of giving fits and staying within your budget?

How can you plan your spending if:

4. Your sister got engaged in January and plans a June wedding to which you are invited.
5. Your parent's next anniversary will be their 25th.
6. Your first child starts school next month. You have three others who will be starting school in the coming year.
7. In January and July your car insurance is due. It is $120 each time. You only have $40 each month for extras.
8. Your twins will be six in February. You plan to give them clothes and toys.
9. You have four children and a dog. You need a family car.
10. You are single and looking for an apartment. You work shifts.

"You pay for what you get." Is that saying valuable for you? Your personal needs are most important in deciding on the quality of the item you purchase. One personal need is to keep within a budget, another personal need is long term satisfaction with the item.

Check the choice in each pair below which you think is the best buy.

1. _____ A $15 stainless-steel 1-quart saucepan.
   _____ A $49 copper-covered, aluminum core 1-quart saucepan.
2. _____ An unbreakable Corning Ware casserole dish at $8.00.
   _____ A clear glass casserole dish at $5.75.
3. _____ Plain white sheets on sale at two for $9.00.
   _____ Decorator sheets on sale for $7.00 each.
4. _____ A 2-speed blender for $19.
   _____ A 10-speed blender (by the same maker) at $35.
5. _____ A $25 set of two end tables and a coffee table from a second-hand store.
   _____ Name brand, solid wood end tables and coffee table at $89 each.
6. _____ 22 cubic foot refrigerator with ice-maker and water on the door, for $1300.
   _____ 19 cubic foot refrigerator for $799.00.

7. _____ A $10 pair of children's size5 tennis shoes.

_____ A $28 pair of children's size 5 tennis shoes with full rubber soles and a one year guarantee.

Discuss the reasons for your choices.

Mitch and Carol Vereen have a two week old son. They have to be very careful with their money because Carol isn't going back to work. They have moved across the country and left most of their household things behind. Below is a list of things they don't have and want to buy. Check the ones you think are most important for them to buy. Discuss the answers with the rest of the class.

_____ a crib
_____ a hand-operated can opener
_____ an electric knife sharpener
_____ sheets
_____ an iron
_____ a solid copper pot rack
_____ a crystal punch bowl
_____ bath towels
_____ a set of beer mugs
_____ some coffee cups
_____ a gold-framed mirror
_____ a large frying pan
_____ a set of TV trays
_____ a plastic baby bath
_____ cereal bowls
_____ a yogurt maker
_____ a slicing knife
_____ a hanging planter
_____ a waffle iron
_____ a broom and dustpan

BAIT AND SWITCH

Reading advertisements is important; however, be careful if you decide to purchase a large sale item. Sometimes you will find that the item you go to buy is not available but the salesman will try to sell you another one--"just a little bit more expensive." You may find that the salesman tries to convince you that the product you want is not very good, but another one is better - of course, the second one is more expensive. This is called "bait and switch". The "bait" is a low cost item that you want. The "switch" is the higher priced item that the salesman wants to sell you. Don't buy anything unless you are sure that it is what you want.

CONTRACTS WITH DOOR TO DOOR SALESMEN

Door-to-door salesmen are very good at convincing you that you need and want to buy what they are selling. One of the hardest things for a door-to-door salesman is to get into your house in the first place. Many times they will call and offer you a free prize for letting them show you their product. Sometimes they make you feel very important as "you are the only one selected on this block to try this great product." Sometimes they try to make you feel like you are the only one left who hasn't "seen the light", "All your neighbors think this is the handiest kitchen tool they have ever used; they wouldn't be without one or two in their kitchen all the time." If you need what the salesman is selling and you know what you want and how much you want to pay for it, it's all right to let them come talk to you. If you know nothing about the type of product they are selling, or if you don't need it now--don't let them come to your house.

If the salesman comes to your door, gets into your house and sells you something, you usually have to sign a contract. By Federal law you have 72 hours -- 3 days--from the time you sign the contract to cancel it if you want to. This is to protect you, to give you a chance to say no after you have thought it over. Make use of this time to check your budget, your needs and your wants. Don't be afraid to call and cancel if you change your mind. It is your money. You have a right to spend it your way.

You go to a store to buy a cassette tape recorder that is on sale for $24.95. They are all gone when you arrive, but the store has another for only $32.95. This is:

1. a contract
2. bait and switch
3. a door-to-door salesman

In your home, you sign a paper agreeing to buy a set of pots and pans for $200 at $20 per month. This is:

1. a contract
2. bait and switch
3. a door-to-door salesman

A lady calls and tells you that you have won a free hand sewing machine which you will get when their representative comes to show you their new XXX brand regular sewing machine. The man comes to your house and tells you about the product. He is:

1. a contract
2. bait and switch
3. a door-to-door salesman

DIALOGUE:

Helen: Come and see my new vacuum cleaner. It's the best that is made and I'm only paying $20 a month for it.
Cynthia: I didn't know you were looking for a vacuum cleaner.
Helen: I wasn't, but this salesman came to the door and showed me his cleaner and told me all it could do and how little it would cost, so I bought it.
Cynthia: How much is it all together?
Helen: Oh, $240, it's a lot but we can pay for it slowly so it won't matter.
Cynthia: Do you need it?
Helen: Not really, my old one is fine, but it doesn't have as many attachments as this one.
Cynthia: I thought Jimmy needed new shoes for school this month.
Helen: Yes, but that can wait a bit.
Cynthia: That vacuum cleaner won't be paid off for a year, probably more because of the interest.
Helen: What interest?
Cynthia: Do you have a contract? Let's see it.
Helne: Yes, it's right here.
Cynthia: You see, besides the $240 for the vacuum, you have to pay $48 for a "carrying charge." That means so that you can take a year to pay the original price.
Helen: I didn't really think about all of those things when I said I would buy the vacuum cleaner. Now, I don't think it was such a good idea.
Cynthia: Well, according to Federal law, you have 3 days, 72 hours, in order to back out. If you write a letter now and tell them you don't want it, they will have to come and pick it up.
Helen: I'll get some paper right away!

BANKING

John: What is the name of a good bank?
Peter: Why do you want to know? Did you want to open a checking account or a savings account?
John: Right now, a checking account. Later, I hope, a savings account.
Peter: I bank where interest is paid on the amount of money in a checking account.
John: That's for me.
Peter: I'll show you how to fill out the form for the bank.

OPENING A BANK ACCOUNT

When you open a bank account, you fill out a form. Among other information, they usually ask you to write your mother's maiden name. This is usually means her complete name (first name and family name) before she was married.

Sue Green married John Jones. Her name is now Sue Jones. Her maiden name was ______________________________.

Rosita Alvarez married Juan Santos. Her name is now Rosita Santos. Her maiden name was ______________________________.

Edith Gray was never married. Her maiden name was _________________.

Jean Cox was never married. Her maiden name was _________________.

OPENING A BANK ACCOUNT

Fill in this form as if you were opening a bank account. Soc. Sec. # means Social Security Number. FOR THIS EXERCISE - your Social Security Number will be 022-13-6426, write it in the blocks. Under business address write the name of your school.

Sign here ____
(Signature in full)

Address ____

Birthplace   Year of Birth   Spouse's name ____________________

Father's name ____________________

____

Mother's maiden name ________________

Occupation ____

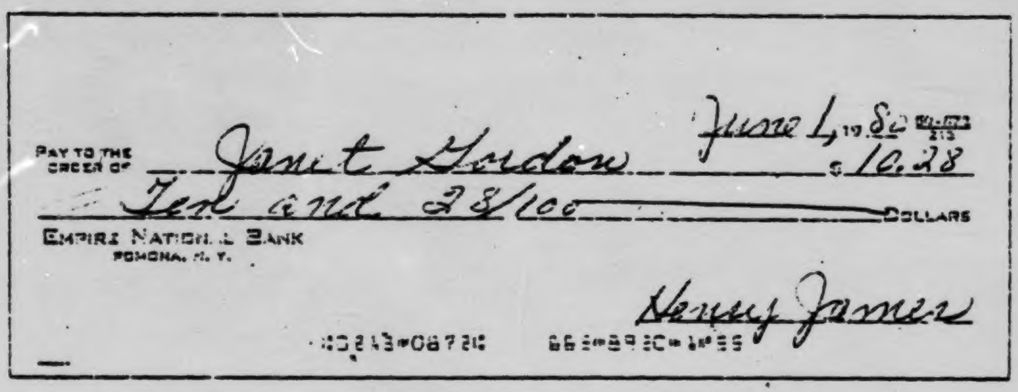
Soc. Sec. # ______/____/_____

Business Address ____

USING CHECKS

In writing checks there are a few important things to remember.

1. Write a check only if you have enough money in your checking account to pay it.
2. Sign only your own legal name on a check. Do not use a nickname.
3. Sign a check only if it is filled in completely. Never sign a "blank" check (a check without an amount written in).
4. Be sure to write the amount in numbers and in words in the correct places on the check.
5. Use a pen, and not a pencil, to write a check.
6. Date your check the day you are writing it.



June 1, 19 80

PAY TO THE ORDER OF Janet Gordon $ 10.28

Ten and 28/100 DOLLARS

EMPIRE NATIONAL BANK
POMONA, N.Y.

Henry James

Look at the check above.

1. Who is paying the money? ______________________________
2. Who will the money be paid to? __________________________
3. How much money will be paid? ___________________________

TAXES

Note to teacher: Rewrite for your community

There are four taxes that we pay: income tax, social security tax, excise taxes, and sales tax. Income tax and the social security tax are paid by each person directly to the government. Excise taxes and sales taxes are paid to the government by businesses but are added to the prices of the products so that the people actually pay them each time an item is purchased.

Income tax is the people's payment for keeping our form of government. Each person pays a percentage of his earnings to the government so it can pay its bills. The more money a person earns, the higher the tax rate is. The annual income the federal government receives from income taxes is over $100 billion.

Social Security taxes are payroll taxes, money taken out of each person's check, as are income taxes. The same percentage is taken out of each person's check. This money is sent to the U.S. Treasury to make social security payments to people when they retire. It also pays for health care and disability insurance for old people.

Excise taxes are those the federal government puts on certain goods and services. They are paid on many items from tobacco products to alcoholic beverages and from airline tickets to guns. This tax is added to the cost of the item and people pay it when they purchase the item. They are often called hidden taxes.

Sales taxes are put on goods and services by the state and local governments. They are in the form of a percentage of one dollar. Here in New Mexico the state tax is three and three-quarter percent (3.75%) with some cities voting to add one-quarter to one-half percent more. Las Cruces has a four and one-quarter percent (4.25%) tax. This means that in Las Cruces for every $10 worth of groceries you buy you must pay $10.43. The sales tax is paid by businesses in New Mexico for the privilege of doing business in this state, and it is charged to the customer for every item or service sold in this state.

Questions: Circle the best answer.

1. The people's payment for our form of government is the
   a. Income tax
   b. Sales tax
   c. Excise tax
   d. Social Security tax
2. Which of the following helps support the elderly in the U.S.?
   a. Income taxes
   b. Sales taxes
   c. Excise taxes
   d. Social Security taxes
3. Excise taxes are paid by:
   a. Big business
   b. The people
   c. Manufacturers
   d. Government
4. Sales tax is paid on
   a. Automobiles
   b. doctors' bills
   c. Groceries
   d. All of these

TAXES

Joe: I make $3.35 per hour. I work forty hours a week. Why isn't my check for one hundred and sixty dollars?
Pete: Some money is taken out of everyone's check to pay for running the government.
Joe: Why are these three amounts taken out?
Pete: One is for the federal government, one for the state government, and one to pay for social security so we will have money when we are old.

****

Mary: Why did you add $1.70 after you totaled my purchase?
Checker: You bought $40 worth of groceries and the $1.70 is the sales tax.
Mary: What is a sales tax?
Checker: The sales tax is money this store must pay the state government. They take a part of every dollar. In Las Cruces, the law requires that our store take 4-1/4 percent of every dollar. Four and one-fourth percent of $40 is $1.70.
Mary: I must remember that when I plan how to spend my money.

UNDERSTANDING YOUR SOCIAL SECURITY

1: Hey, look at my check! Why do I have to pay FICA?
2: That's for social security.
1: What does it do?
2: Social security pays income when you get old.
1: Will it provide for my family also?
2: If you die, your children will receive a monthly allowance.
1: What about Myrna?
2: She'll get a pension when she's 62.

FILING YOUR INCOME TAX

1: Where do you have your tax return filled out?
2: Well, I do it. I fill it out myself and then I go to the Internal Revenue Service. They check it over before I send it in.
1: Is that expensive?
2: No, it doesn't cost anything at all.

Mexican Dishes → Special Today

TACOS, Beef with Green Chili (3) $2.35

ENCHILADAS (3) Red Chili 2.09
with Chopped Beef 75¢ extra
with Diced Beef 85¢ extra
with sour cream 50¢
with One Egg 40 Extra

ENCHILADAS (3) Green Chili 2.20
with Chopped Beef 75¢ extra
with Diced Beef 85¢ extra
with sour cream 50¢

COMBINATION MEXICAN PLATE, Tamale, Enchilada, Taco, Green Chili, Refried Beans	3.10
TAMALES PLATE, (3) Refried Beans	2.45
CHILI CON CARNE with Beans	1.25
BURRITOS with Beans or with Beef	95-1.00
TOSTADOS. Green Chili Sauce	.60
Steak Finger Burrito	1.30

side of chile
10 and 30¢

Side Orders

MASHED POTATOES with or without Gravy	55
FRENCH FRIED POTATOES, Large Order	65
COTTAGE CHEESE	50
POTATO SALAD	55
VEGETABLE	55
REFRIED BEANS	55
GREEN CHILI SAUCE	35
ONION RINGS	1.10

Tasty Salads

With French, 1000 Island
or Bleu Cheese Dressing

CHEF SALAD, Combination Salad with Cold Smoked Ham, Chicken and Cheese	2.65
OSSED GREEN SALAD, Tomato Wedges	1.89
FRUIT PLATE with Cottage Cheese	2.39
VEGETABLE PLATE with Hard Boiled Egg	$209
COTTAGE CHEESE & LETTUCE SALAD	1.09
FRESH TOMATO, Stuffed with Chicken or Tuna Salad	2.49
DINNER SALAD (Green)	.75

DOUGHNUTS
35¢

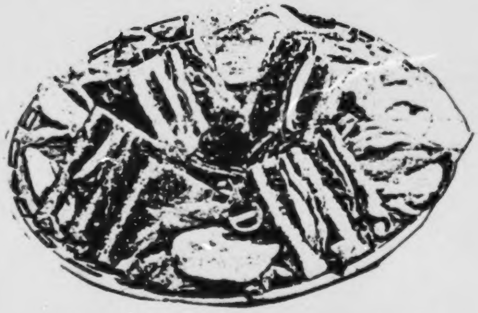
Kiddie Korner

(Under 12 Years of Age)
(No Substitutions)

YOGI THE BEAR Sliced Chicken, Potatoes, Vegetable, Ice Cream or Sherbet and Milk	1.99
BAT MAN Fillet of Cod, French Fried Potatoes, Vegetable, Sherbet, Coke or Root Beer	1.99
SUPER MAN Roast Beef, Potatoes, Vegetable, Ice Cream or Sherbet and Milk	1.99

Fountain

COKE or ROOT BEER	50-60
Flavored, Extra	10¢
FLOATS	85
E CREAM SODA	85
LK SHAKE	1.09
MALTED MILK	1.10
SUNDAE	85
ICE CREAM or SHERBET (Per Dip)	35



CLUB HOUSE SANDWICHES
with Potato Salad
$2.50

Sandwiches

(Served with Lettuce and Tomato)

MEAL-IN-ONE, Hamburger, French Fries, Shake	2.25

HAMBURGERS:	Regular	1.35	Jumbo	1.99
CHEESEBURGERS:	Regular	1.45	Jumbo	2.09

Hiebert Burger (with Green Chili)	1.55
Double Decker (2 Patties)	2.05
CHILI-BURGER (Chili Con Carne)	1.50
TACO BURGER	1.40
BACON, LETTUCE & TOMATO, Potato Chips	1.50
BACON & EGG, Potato Chips	1.75
CHEESE, Grilled	1.09
CHICKEN SALAD with French Fries	1.65
DENVER, French Fries	2.05
DOGS, Chili,	1.40
Hot, !	.85
EGG, Fried	1.09
EGG SALAD SANDWICH with French Fries	1.15
FISH	1.75
TUNA SALAD, French Fries	2.15
HAM, Cold - Special	1.75
Fried	1.85
& Cheese	1.95
& Egg	2.20
HAM SALAD, Potato Chips	1.80
PEANUT BUTTER	1.29
STEAK SANDWICH (Cubed)	2.59
TURKEY, Cold	1.45
Hot with Cranberry Sauce	1.95
BAR-B-Q BEEF with Potato Salad	1.65
BEEF, Cold	1.55
Hot	2.20

French Fries - Small Order 50¢

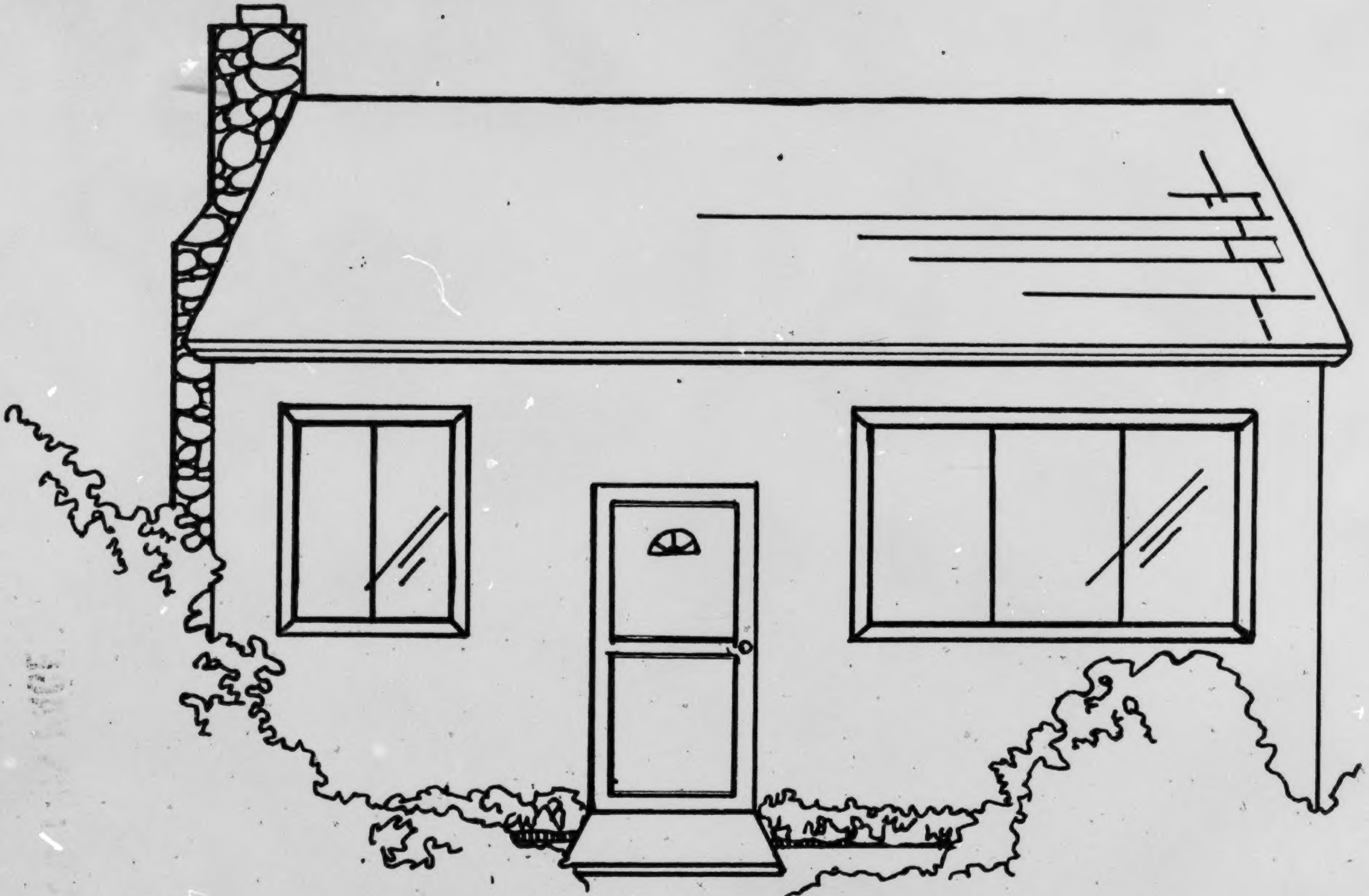
Beverages

COFFEE	30
SANKA or ICED COFFEE	40
SWEET MILK or BUTTERMILK	55-80
CHOCOLATE MILK	60-85
ICED TEA	30
HOT TEA	35
HOT CHOCOLATE	50

Desserts

PIES, Fruit	80
PECAN	90
SWEET ROLLS	60
DINNER ROLLS HOMEMADE	25

(Reprinted with permission Hiebert's Restaurant, Las Cruces, New Mexico)



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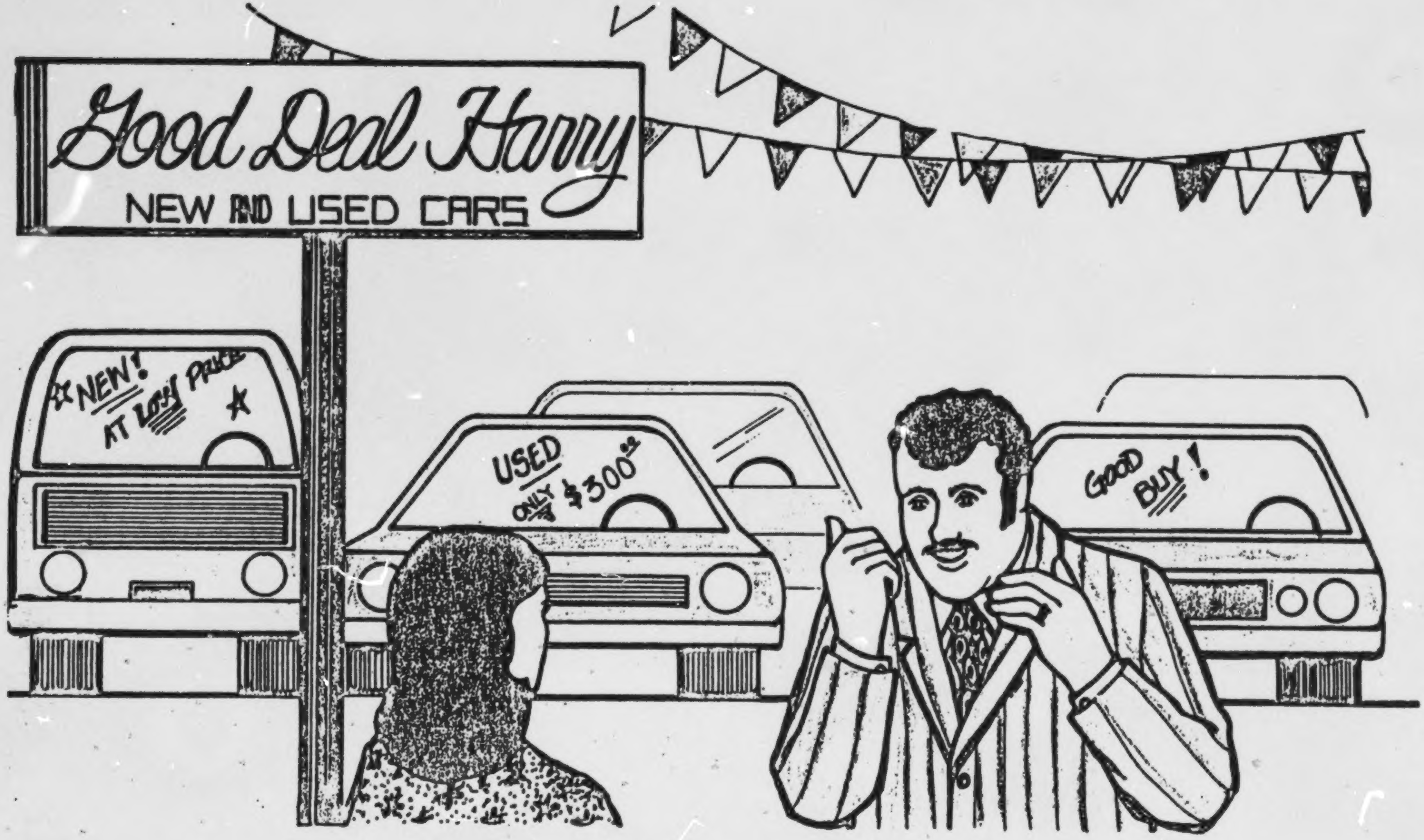
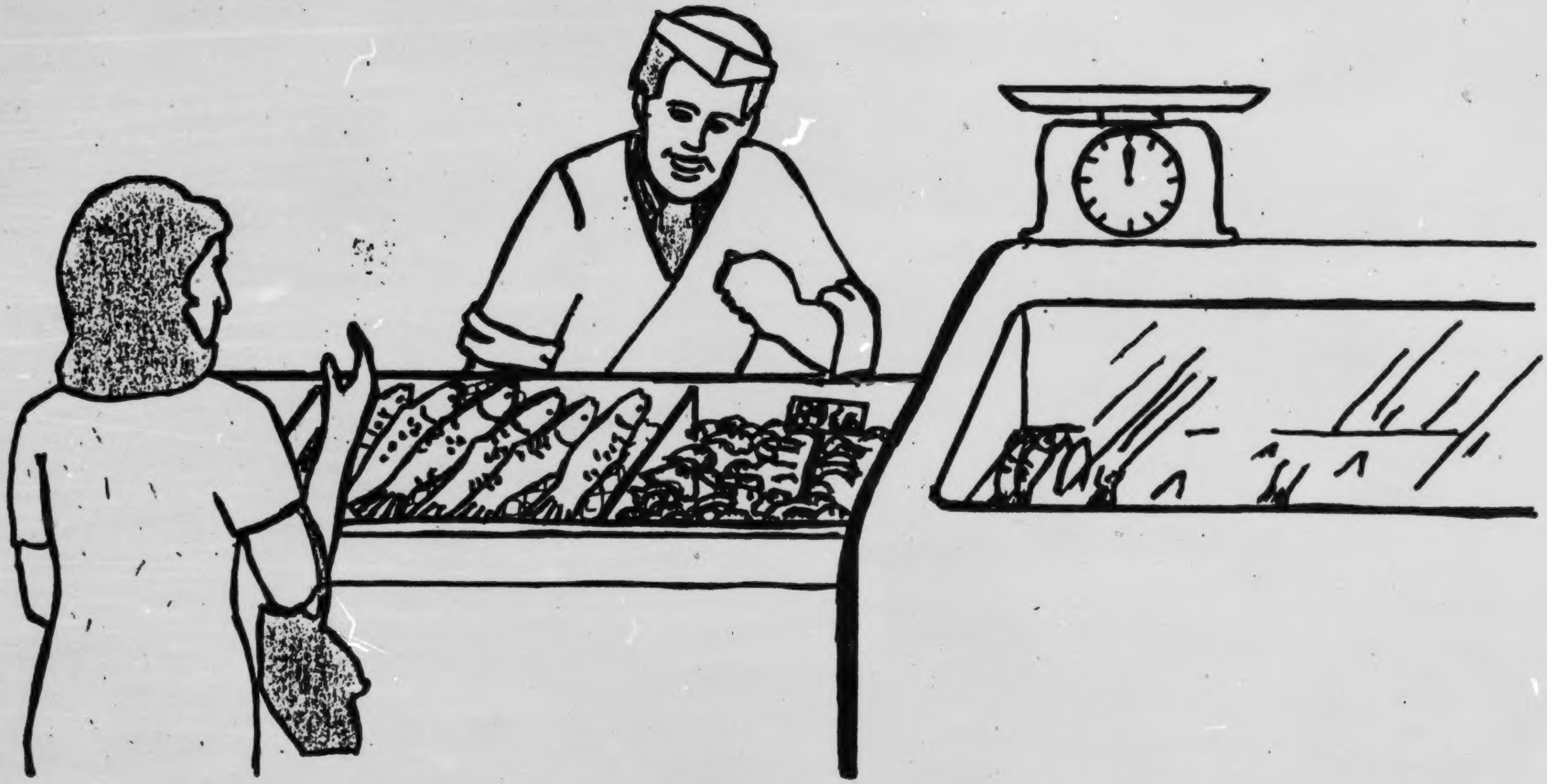
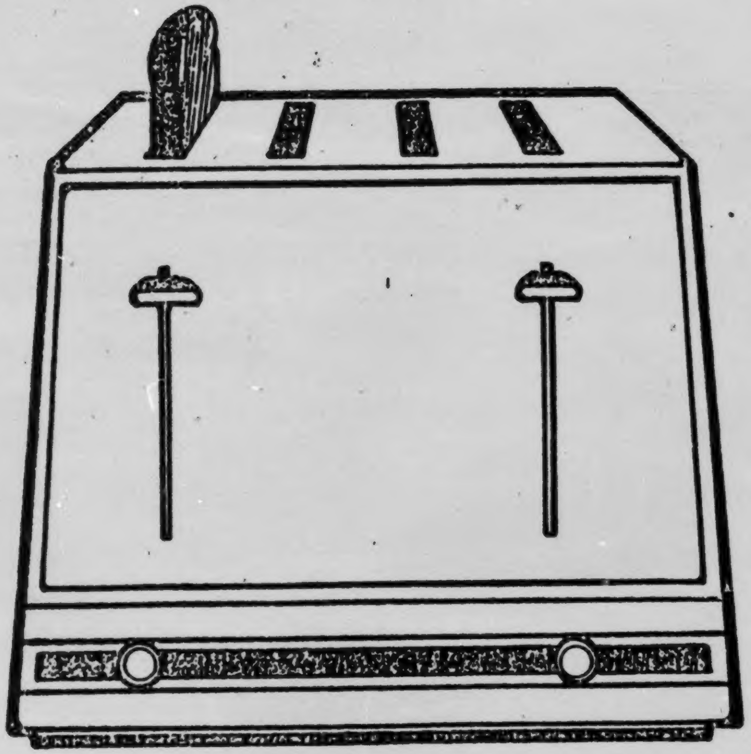

Good Deal Harry
NEW AND USED CARS
NEW!
AT LOW PRICE
USED
ONLY $300.00
GOOD BUY!





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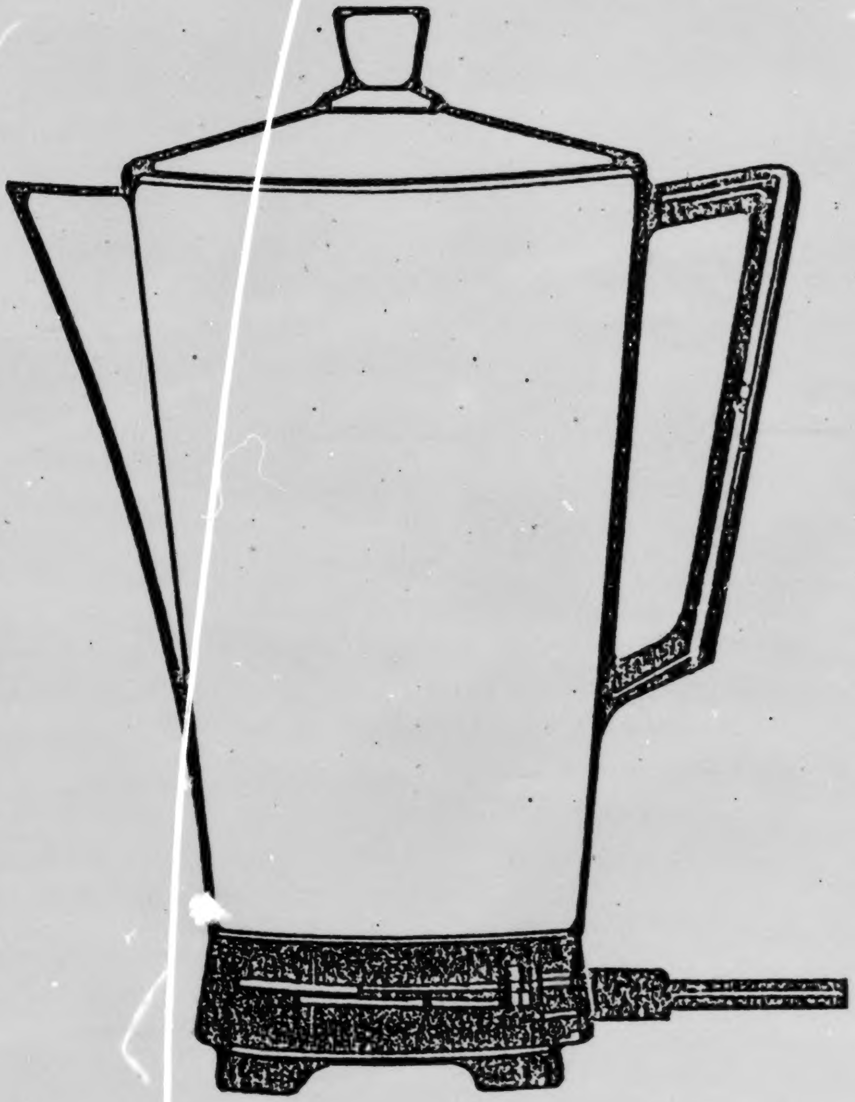

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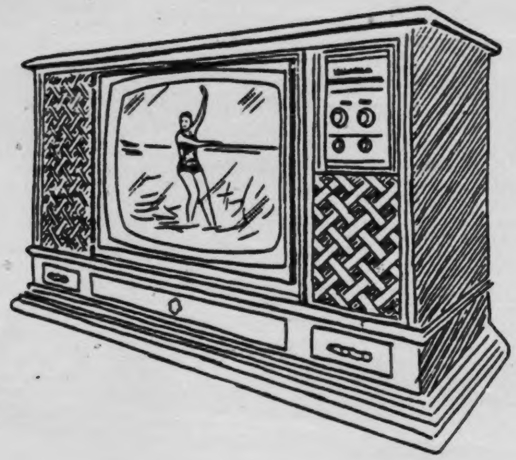
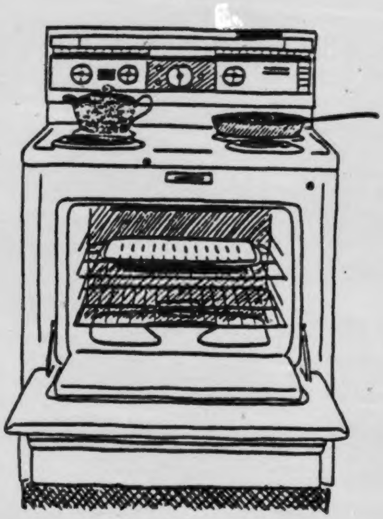
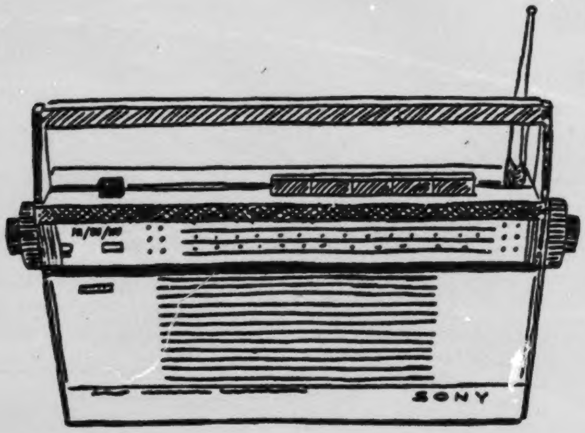
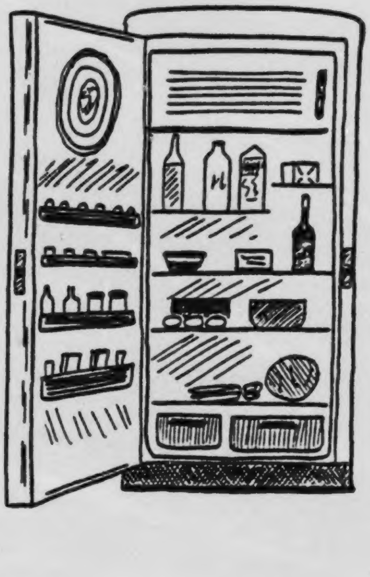
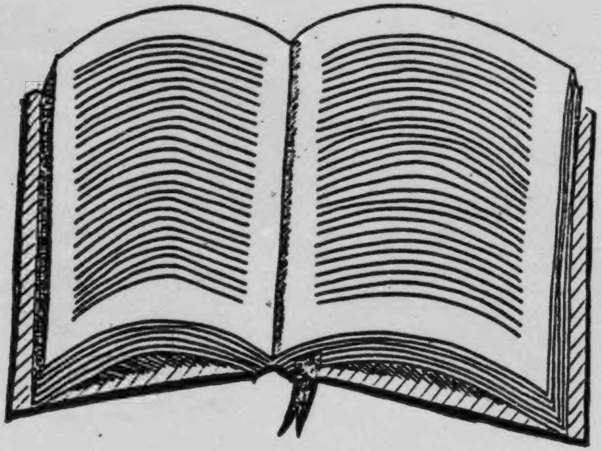
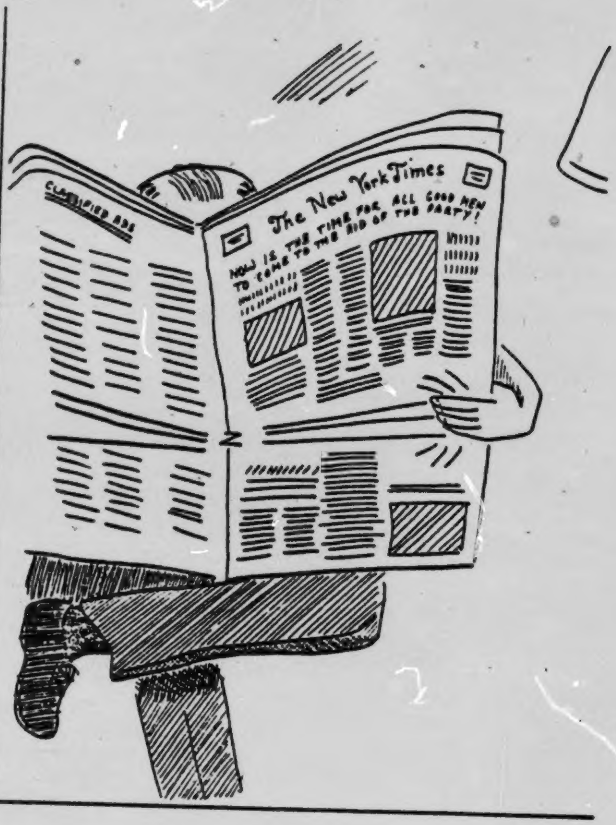


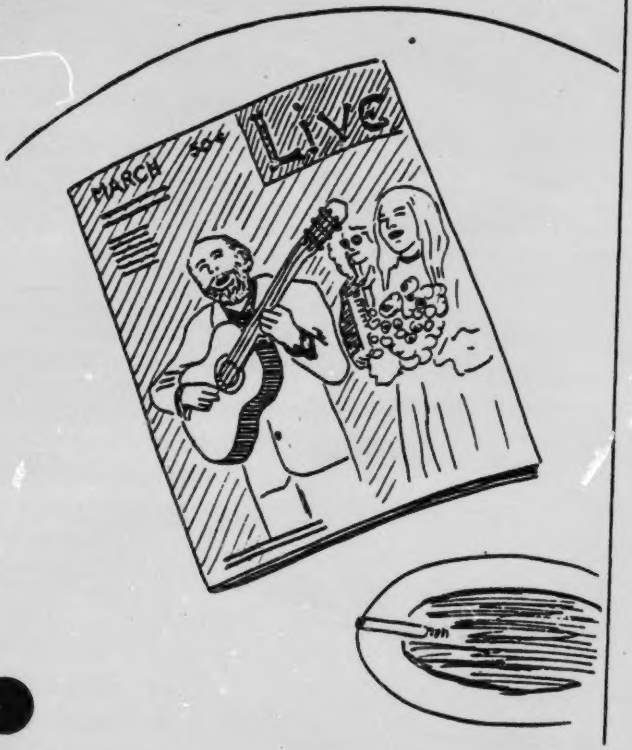


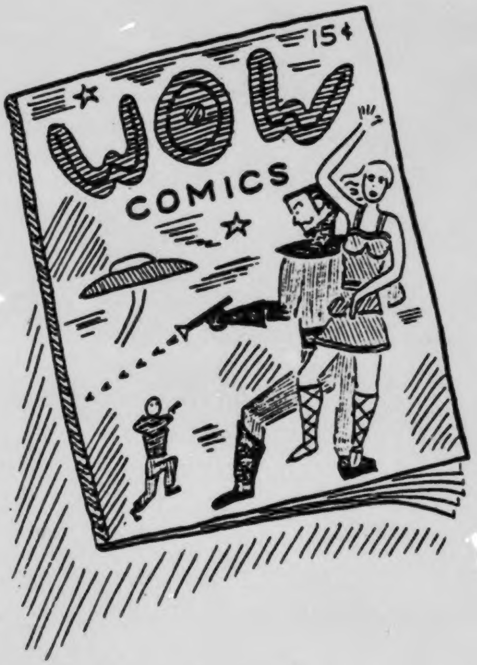

SONY

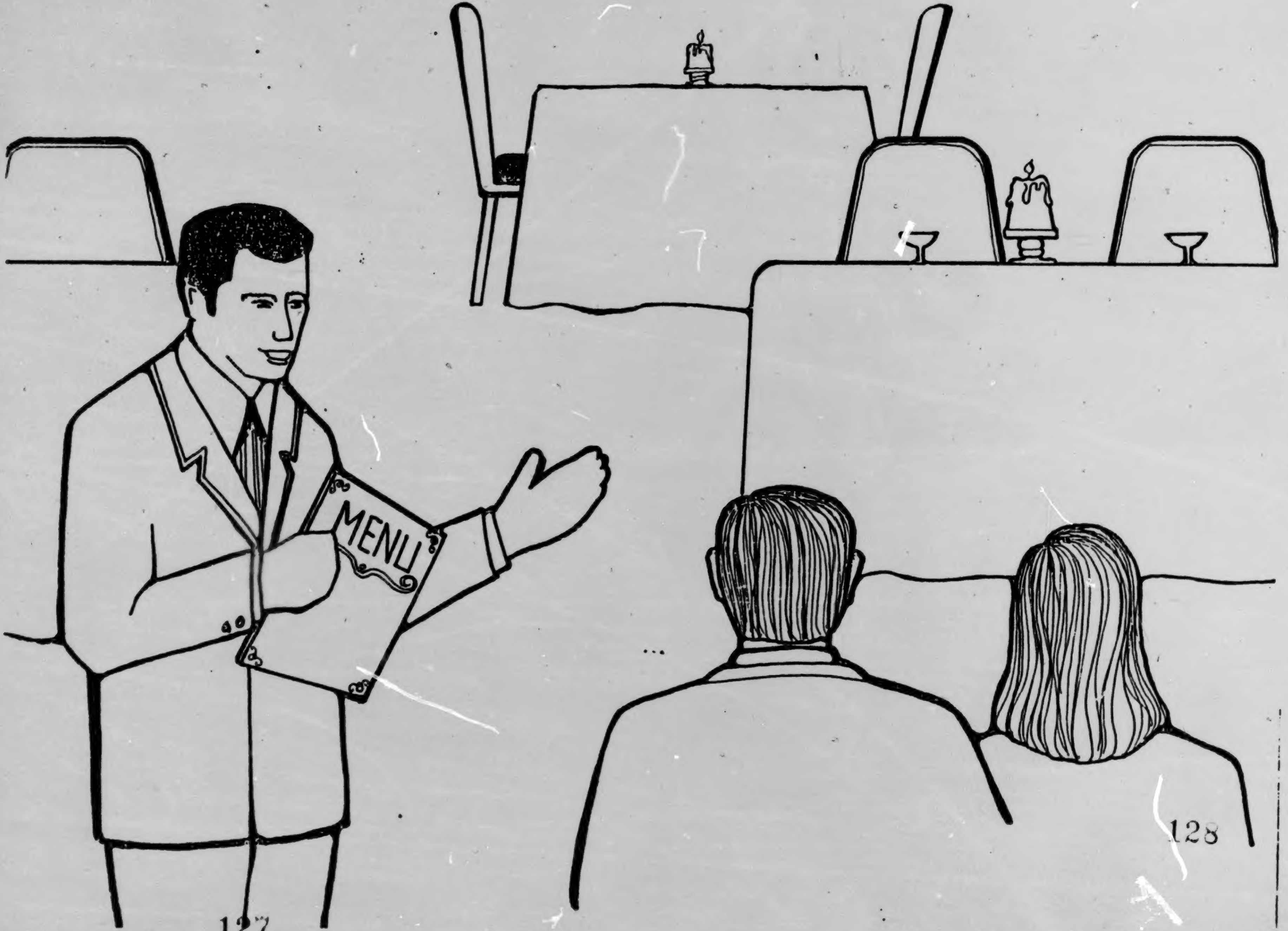





CLASSIFIED ADS
The New York Times
NOW IS THE TIME FOR ALL GOOD MEN TO COME TO THE AID OF THE PARTY!


MARCH
50¢
Live


15¢
WOW
COMICS



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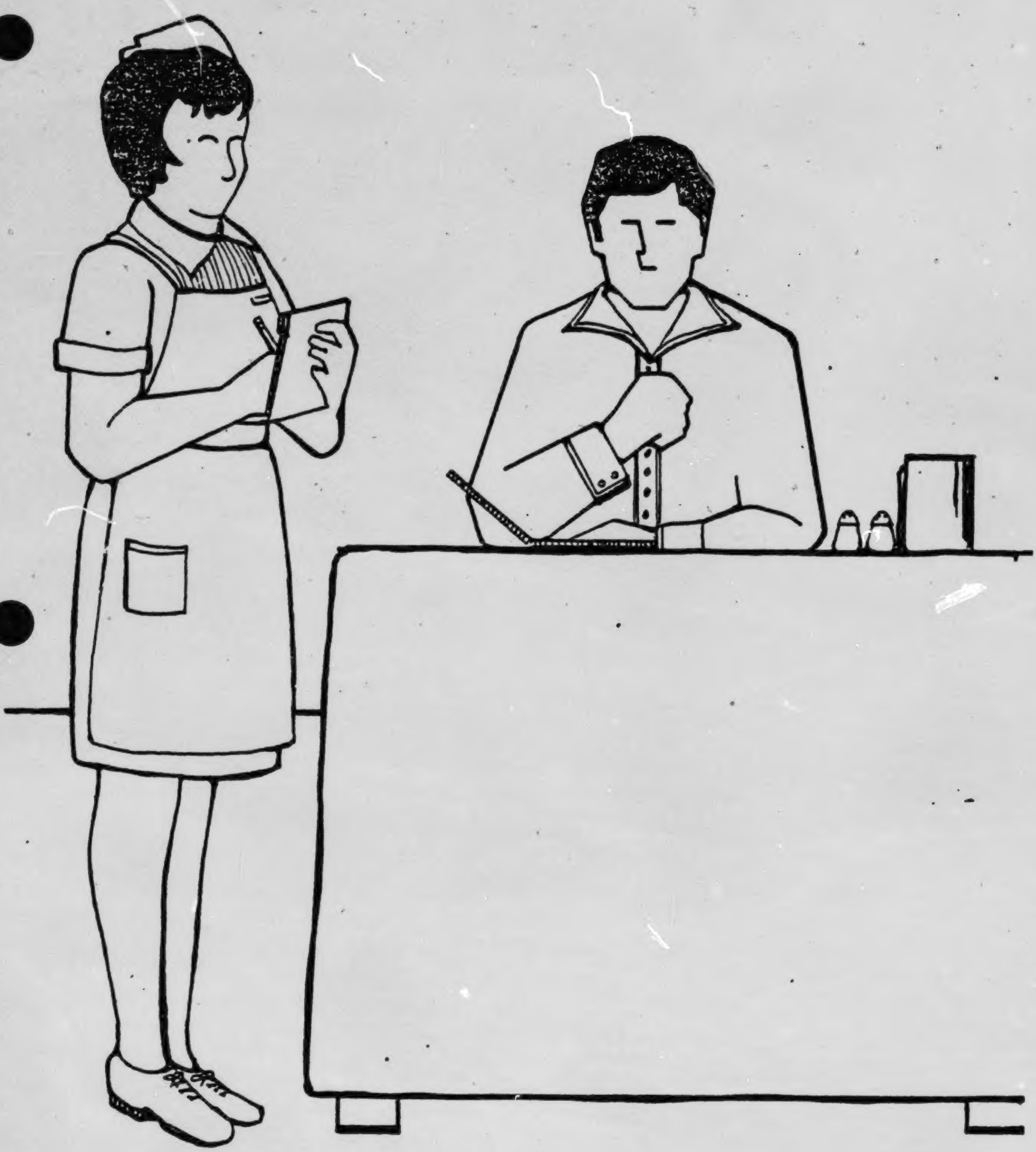
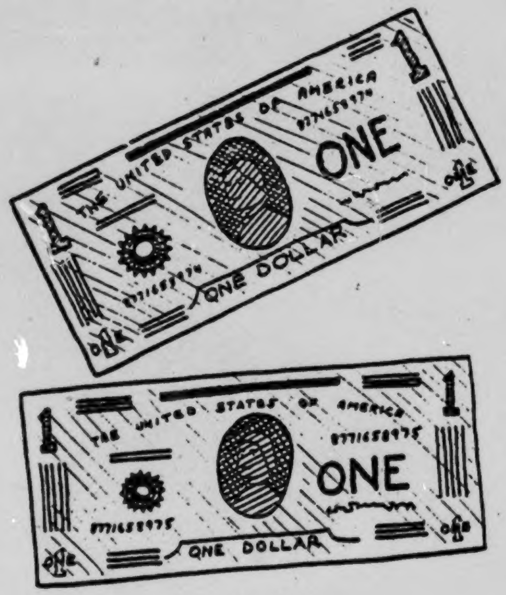
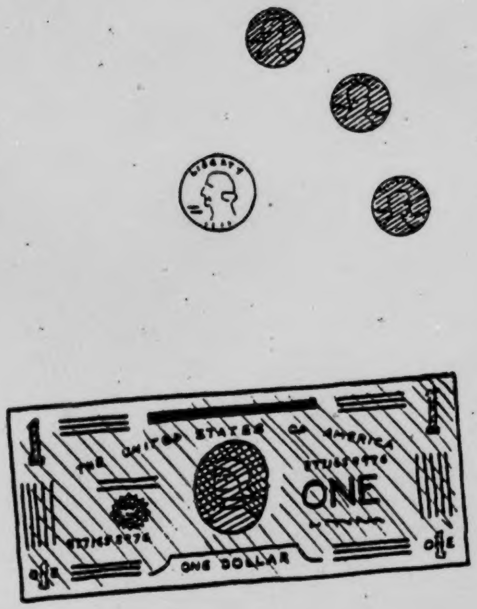
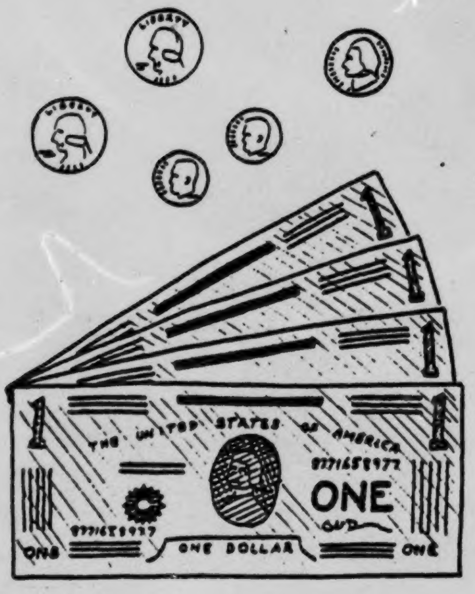
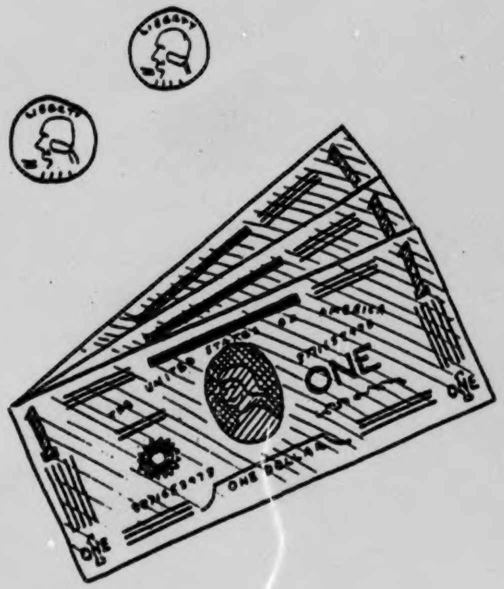
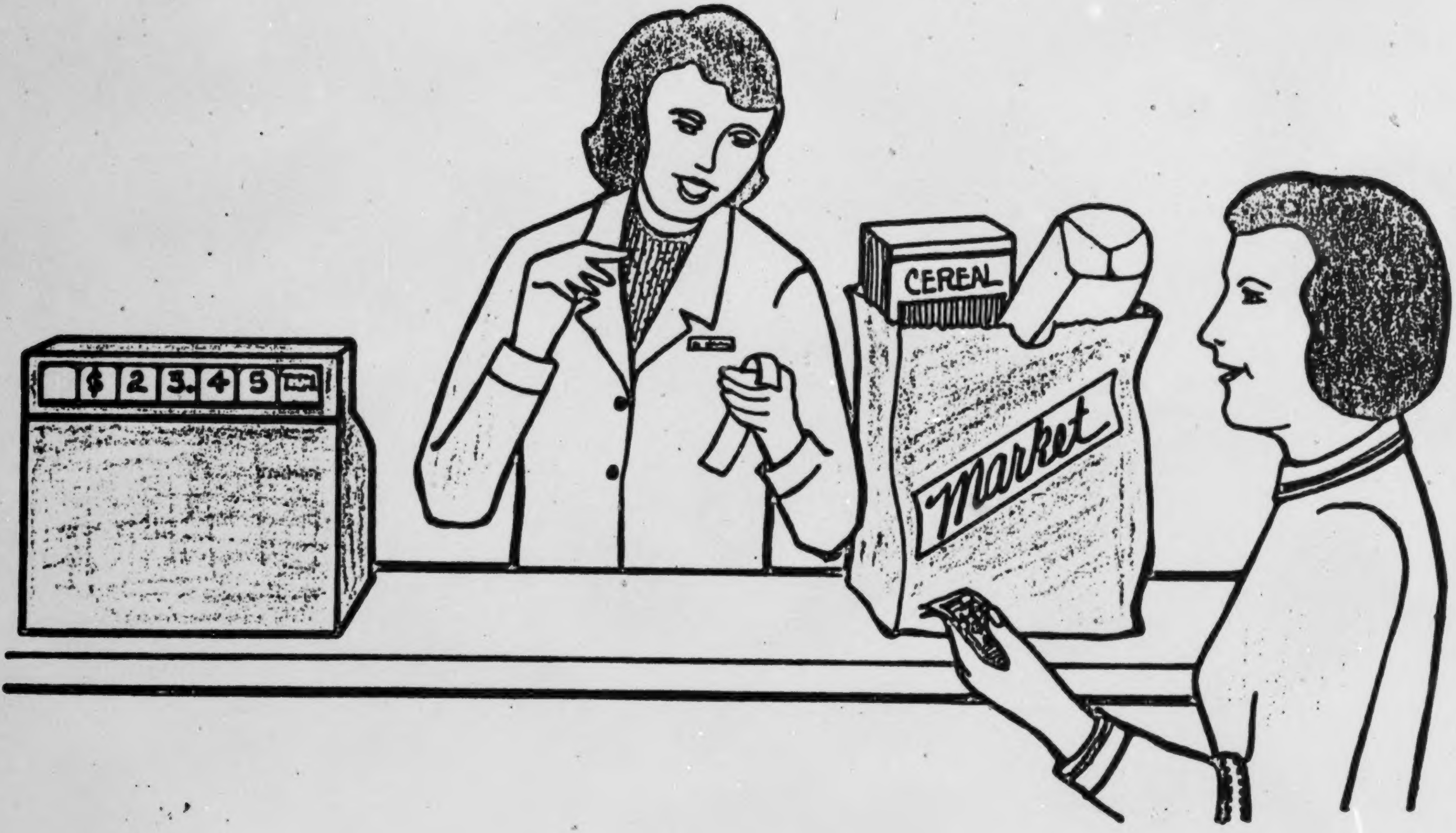


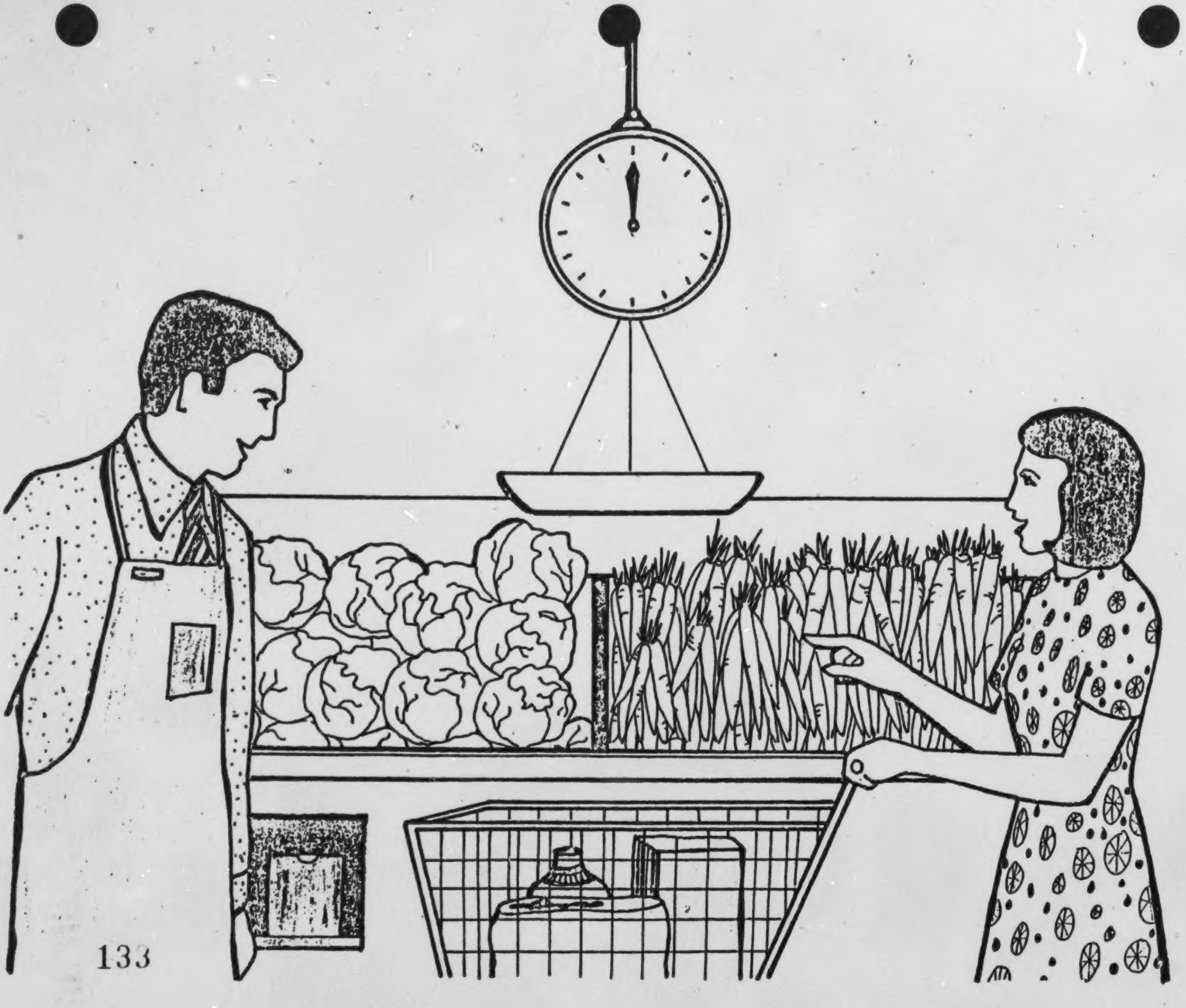

THE UNITED STATES OF AMERICA
ONE
ONE DOLLAR
THE UNITED STATES OF AMERICA
8771658975
ONE
ONE DOLLAR


LIBERTY
THE UNITED STATES OF AMERICA
ONE
ONE DOLLAR


LIBERTY
LIBERTY
THE UNITED STATES OF AMERICA
8771658977
ONE
ONE DOLLAR


LIBERTY
LIBERTY
THE UNITED STATES OF AMERICA
ONE
ONE DOLLAR


$ 2 3. 4 5
CEREAL
Market



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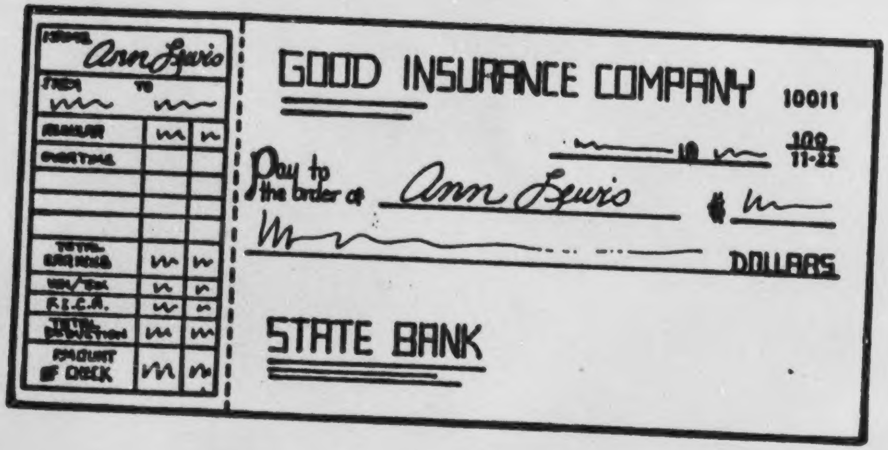
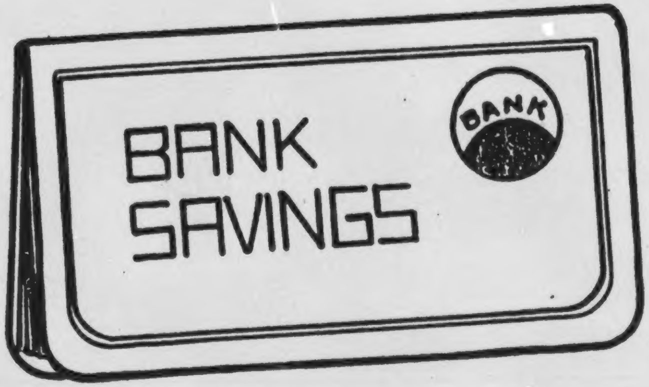
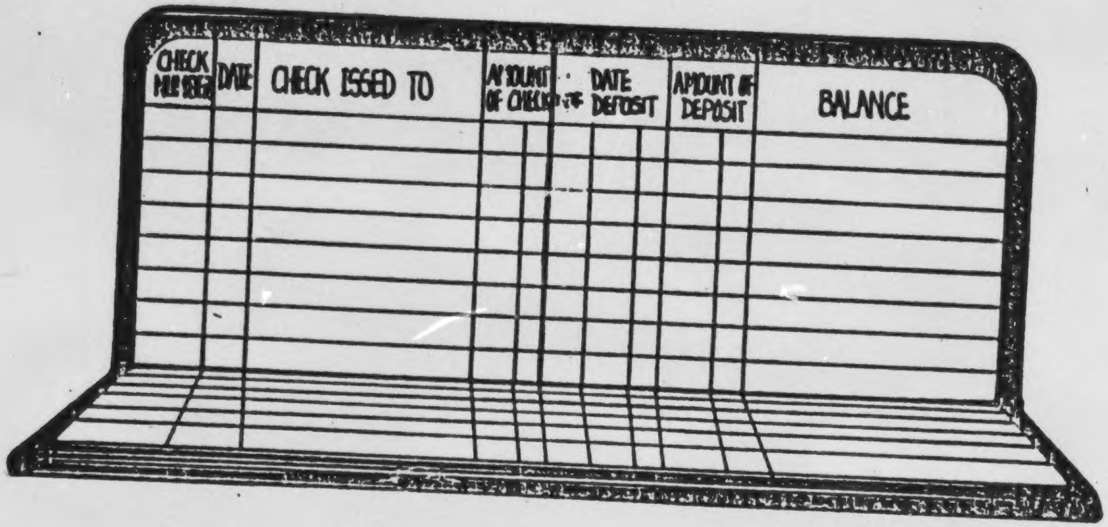
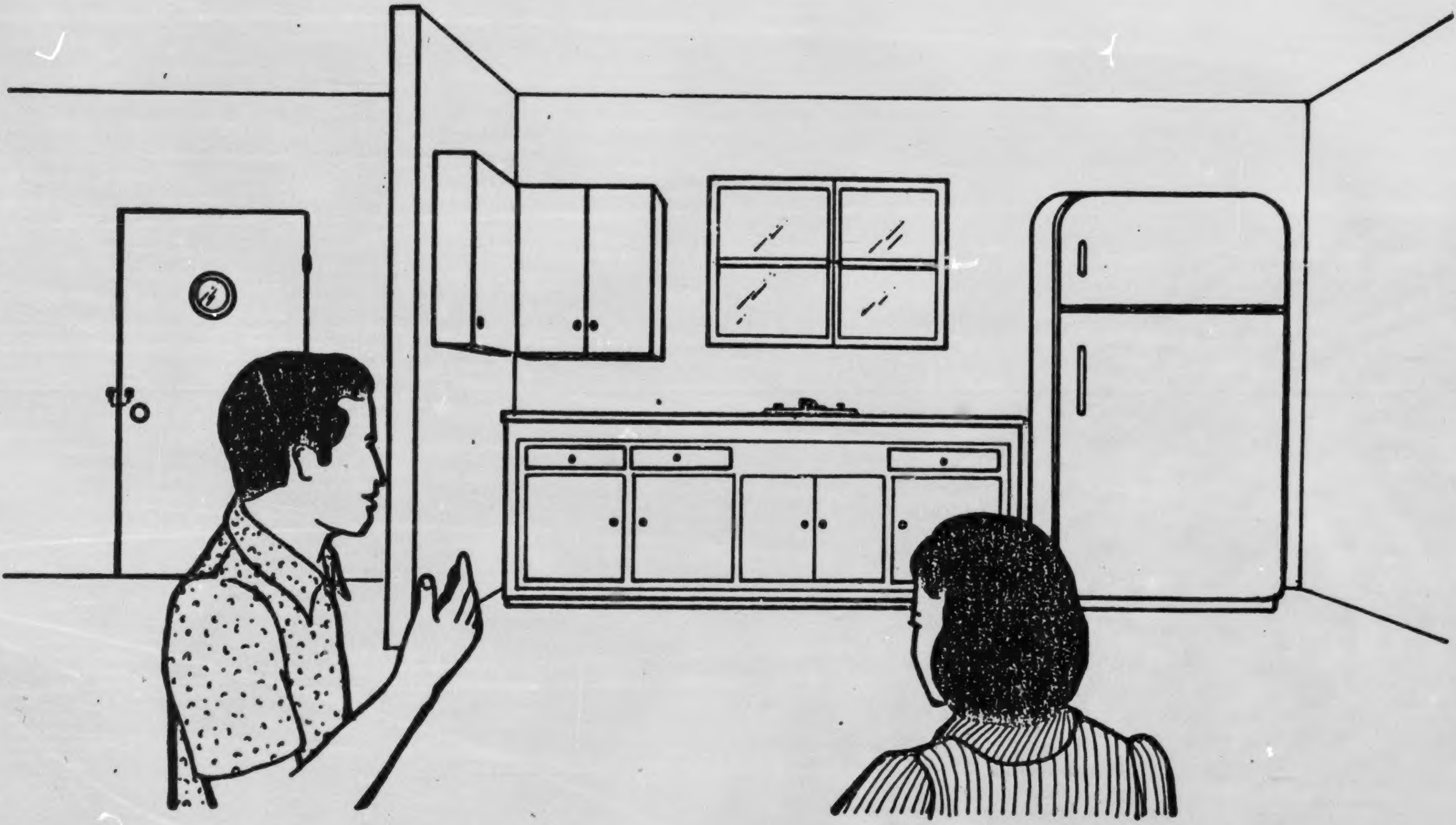

NAME
Ann Lewis
FROM
TO
REGULAR
OVERTIME
TOTAL EARNINGS
WH/TAX
F.I.C.A.
TOTAL DEDUCTION
AMOUNT OF CHECK
GOOD INSURANCE COMPANY
10011
19
100
11-22
Pay to the order of
Ann Lewis
$
DOLLARS
STATE BANK

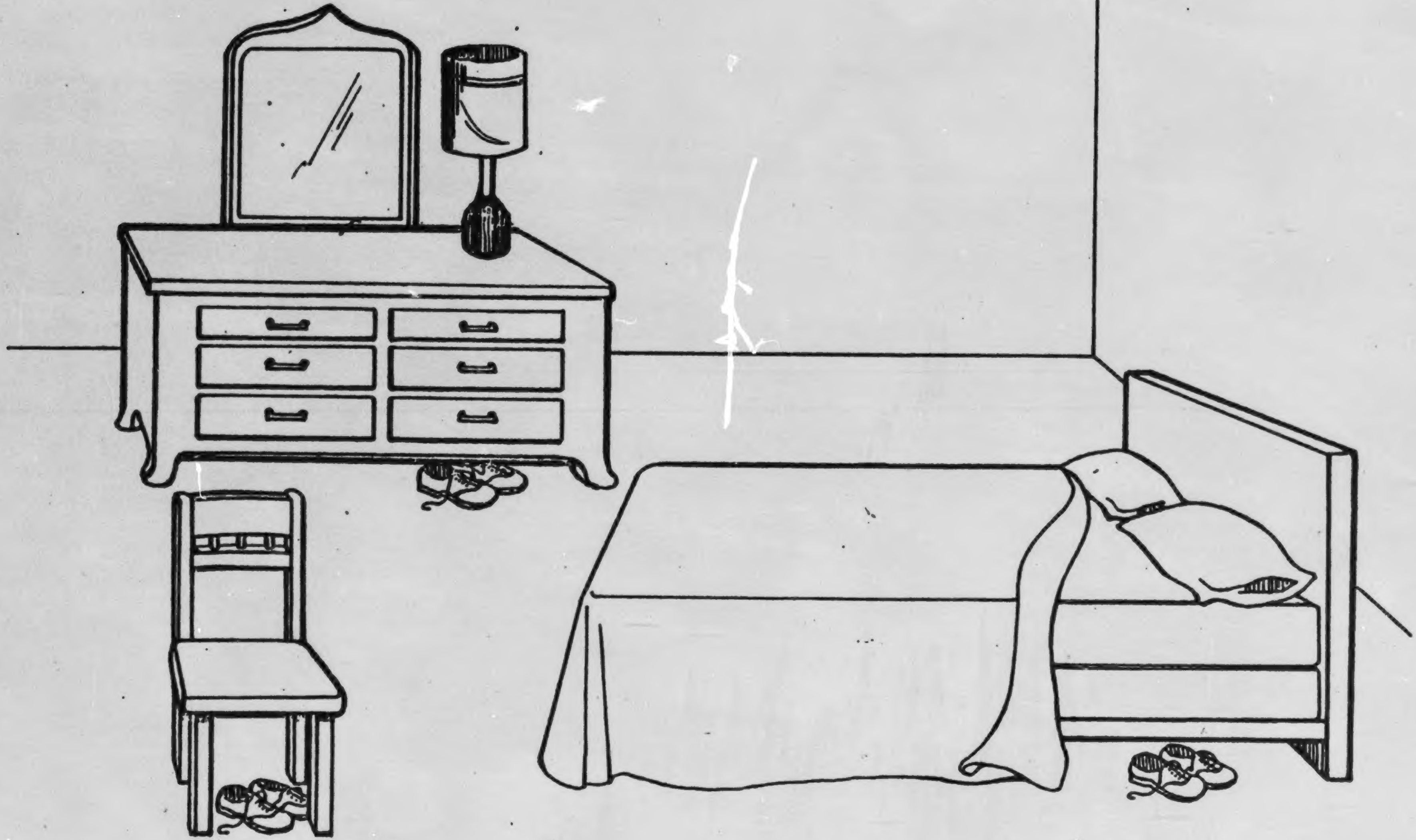

BANK SAVINGS
BANK

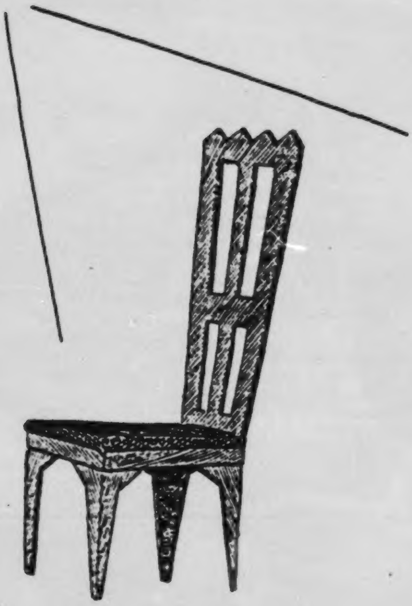

CHECK NUMBER
DATE
CHECK ISSED TO
AMOUNT OF CHECK
DATE DEPOSIT
AMOUNT OF DEPOSIT
BALANCE

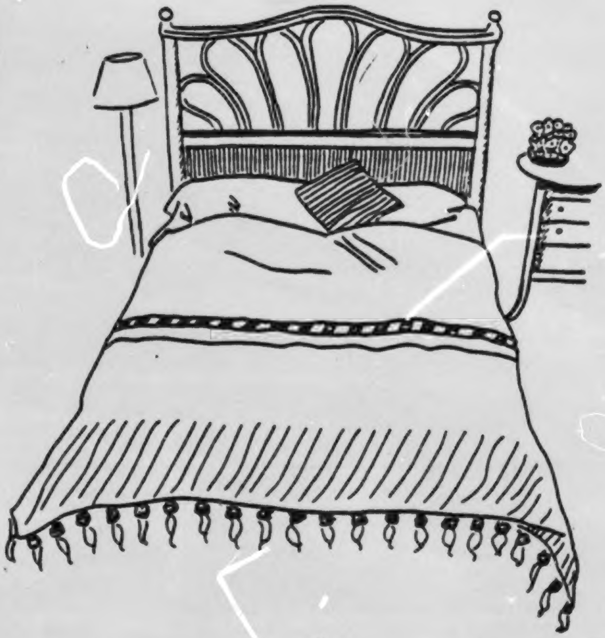
135

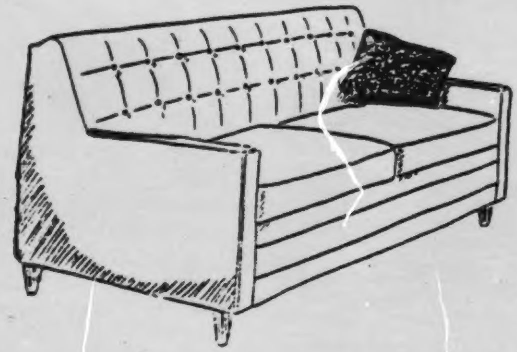
136

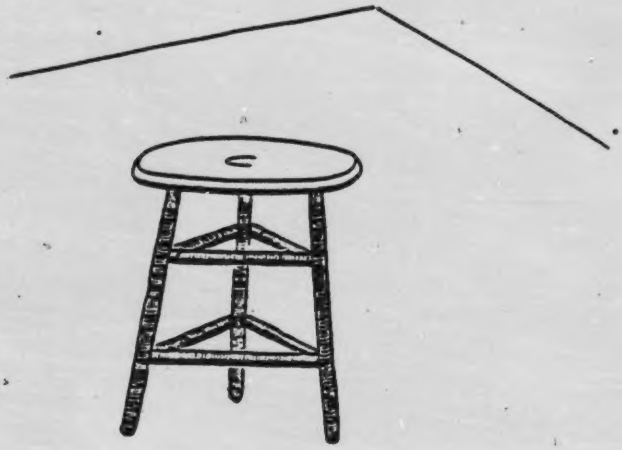


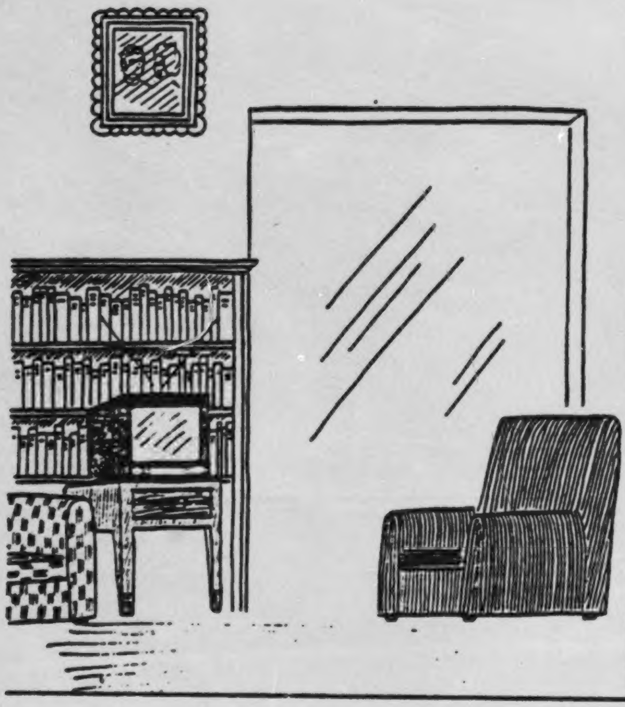


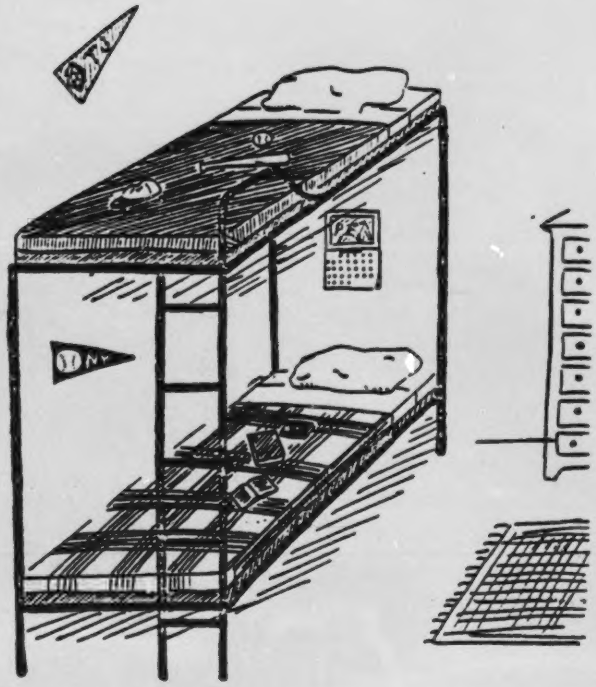




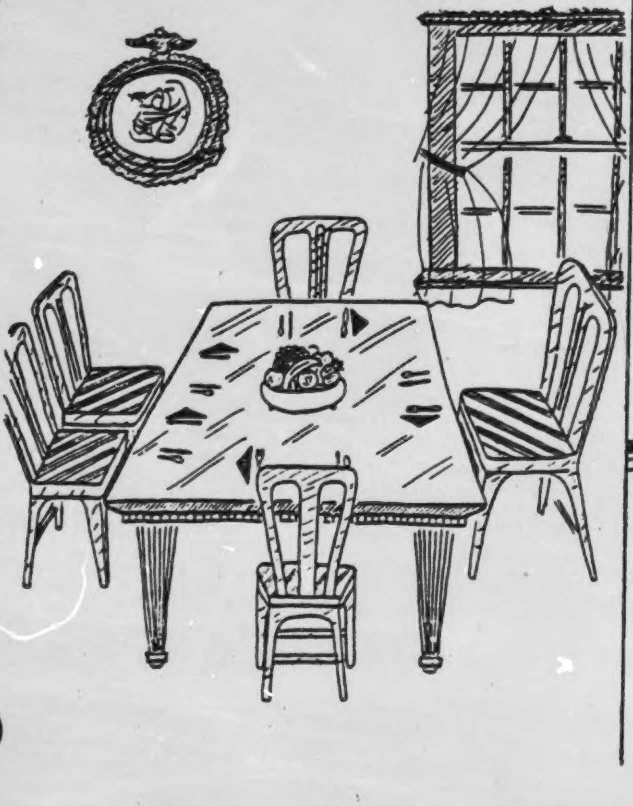


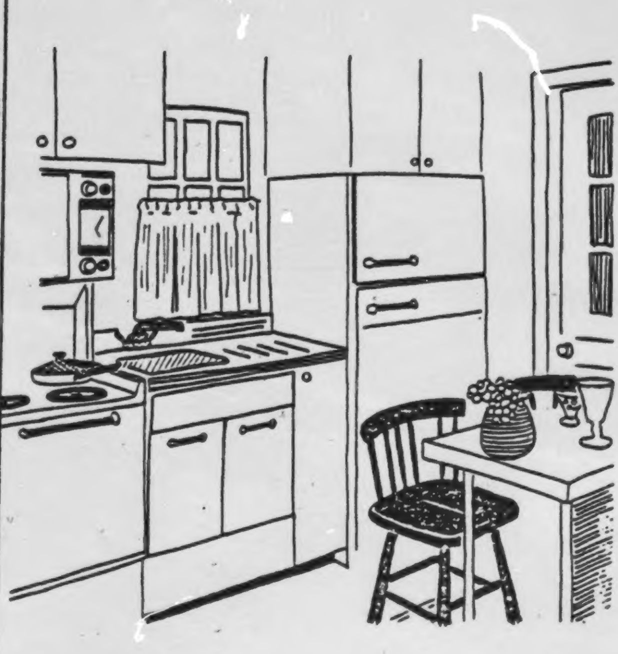


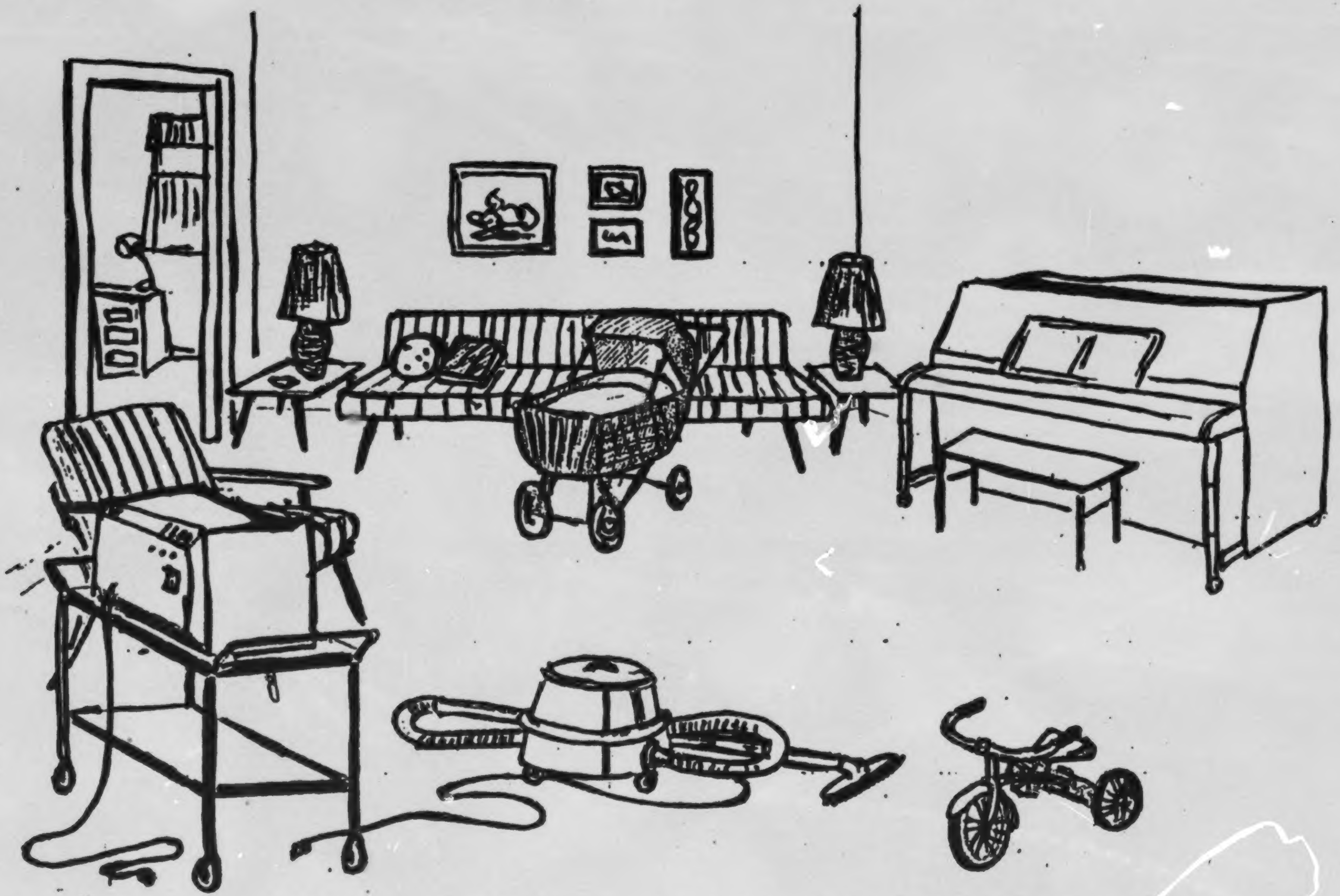




NY







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COMMUNITY RESOURCES UNIT

Introduction

The primary objective of this unit is to develop the learner's English language skills in the context of Community Resources - ie. the learner's ability to speak, understand, read and write sufficiently well to gain access to the rich resources available in every community in the areas of community services, recreational resources and governmental agencies.

The difficulties that people of limited English speaking ability have in seeking out and gaining full benefit from the network of community resources are frequently due to their limited knowledge of the American system of community/agency diversity of services.

This unit has proposed activities to develop the skills which will enable the learner to seek out the services that are most beneficial to his/her life and are rightfully his/hers under our societal system. Among these activities, are the use of dialogues, use of situation setting flannel board/picture groups, writing exercises, outside speakers and field trips.

Getting Your Act Together

1. Read the unit carefully and identify local resources that are both the same and different than those listed.
2. Before administering pre-test get a local menu (if possible), a local map, and a local phone directory.
3. Many communities have a Community Service Directory. Call the Chamber of Commerce, the Information and Referral Center, the Public Library, City Hall, and the Community Action Agency to locate the existence of one. Obtain one, if possible.
4. Do not be afraid to call local businesses and agencies for information, pamphlets, application forms, guided tours and speakers. (Our experience has been that most organizations are extremely cooperative.)
5. After you have contacted outside resources, be sure you follow up with a nice thank you letter.
6. Gather drawings, photos and other pictures of your community. If you are a photographer, shoot a roll of film of some of the primary buildings, offices, parks, restaurants, schools, etc. in your area.

Planning the Outcomes

Objectives

A. General

1. To develop an oral and written vocabulary pertaining to community resources.
2. To list the types of community services provided for members of the community.
3. To identify the purposes of and how to gain access to these services.
4. To recognize how and when to apply for community services, such as Social Security or Medicare.
5. To identify various recreational resources available in the community.
6. To use information services of the community.
7. To be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints.

B. Beginning Level

1. The student will be able to identify various community resources.
2. The student will be able to ask for the proper agency which will supply the services best suited to his/her needs.
3. The student will be able to ask for directions to a certain agency/organization.
4. The student will be able to understand simple directions to find the agency/organization he/she wishes.
5. The student will be able to fill out very simple applications.

C. Intermediate Level

1. The student will be able to identify what services are offered by different community resources.
2. The student will be able to ask specific directions to find community resources.
3. The student will be able to interpret specific directions given in order to find agency/organization wanted.
4. The student will be able to identify the proper agency/organization to help him/her with special needs.
5. The student will be able to fill out most application forms in the process of applying for services.

Finding Out What Your Students Already Know

Pre and Post Test

A. Beginning Level

Administer individually

1. Name three places you can go for help or information.

2. Identify the following traffic signs.

3. Where can you go for fun?

4. You want to go to the hospital. You do not know where it is. Ask for directions.

Administer to group

5. Fill out this application.

B. Intermediate Level

Administer individually

6. a. Tell me three places you can go for help or information.

   b. What kind of help or information can you get there?

7. (Give student menu copy)
   What would you order?

8. Do you know where the post office is?

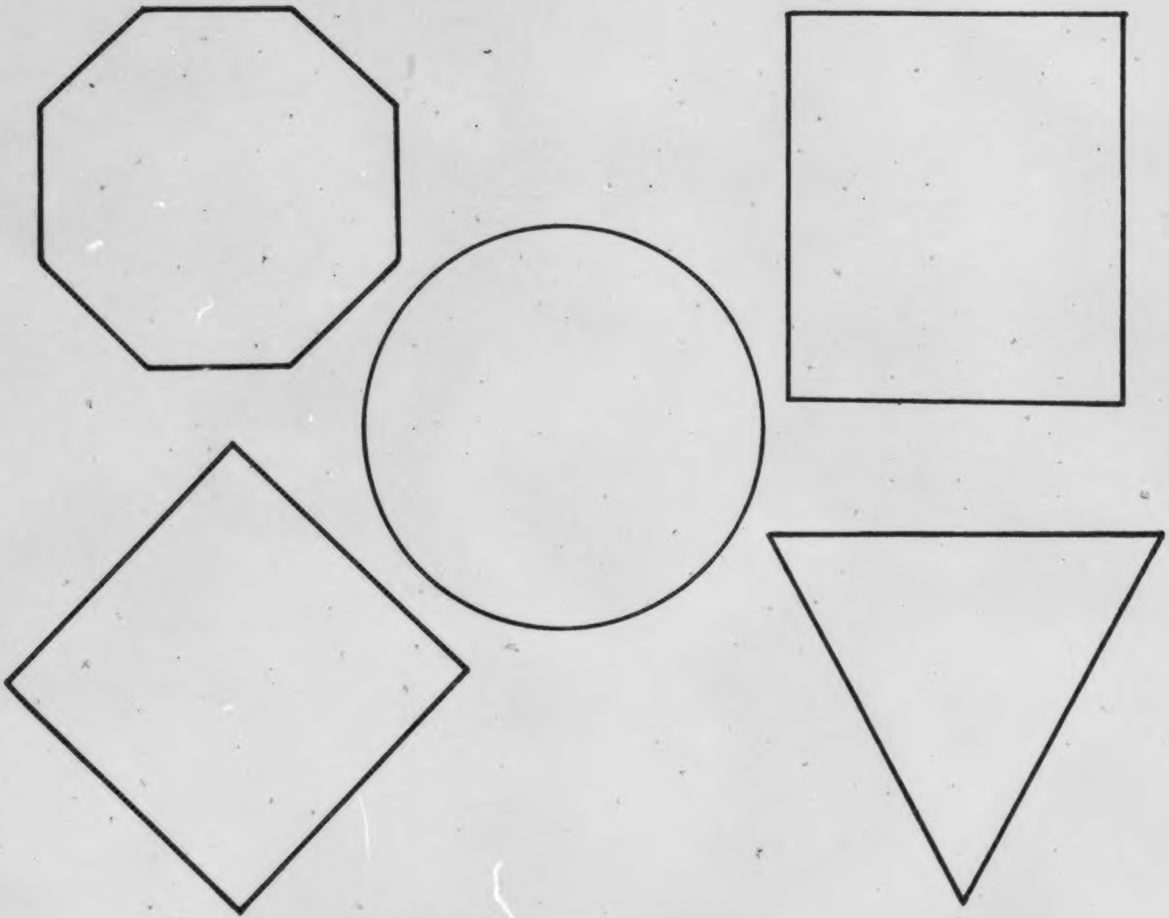
   Tell me how to get there from here.

9. (Give student phone directory)
   Here is a phone book. Find the address and phone number of a local bank.

Administer to group

10. Fill out this form to enroll a child in school. If you have a child, use that information. If you don't have a child, enroll yourself.

Beginning Level student will identify the following traffic signs as part of the Pre-Post Test.



YIELD

STOP
DO NOT ENTER

SIGNAL AHEAD

GENERAL INFORMATION
(ie. Speed Limit, curves, school zone, etc.)

Students will fill this out as part of the Pre/Post test.

Name ____

Address ____

____

Telephone ____________________

Social Security Number ____________

Spouse's Social Security Number ______________________

EDUCATION

Grammar School ___________________________________

High School ______________________________________

Trade or Business School __________________________

Special Skills ____________________________________

____

PREVIOUS JOBS (list latest job first)

1. ____

from ____________________ to ____________________

2. ____

from ____________________ to ____________________

3. ____

from ____________________ to ____________________

Intermediate level student will fill out as part of the Pre-Post Test

PUPIL ENROLLMENT FORM

Date ________ School Office ________
Home School ________ Nurse ________
Center School ________ Class Roll ________
Welfare? Yes ☐ No ☐ Pupil personnel ________
ADC? Yes ☐ No ☐ Counselor ________
Other Agencies ________ Folder ________

NAME ______________________ Grade ________ Class ________
Last First Middle

Address ______________________ Phone ________ Neighbor's phone ________

Date of Birth ______________ Place of Birth ______________ Sex ________

Official Birth Certificate presented: Yes ☐ No ☐

Years of School Completed
Father's Name ______________ Birthplace ______________ Elem ____ H.S. ____ Col. ____

Mother's Name ______________ Birthplace ______________ Elem ____ H.S. ____ Col. ____

Child living with both parents? ________ With Mother? ________ With Father? ________

Other than with Parents? ______________________

Father's Occupation ______________ Place ______________ Phone ______________

Mother's Occupation ______________ Place ______________ Phone ______________

Name of Brothers—Birthdate—School	Name of Sisters—Birthdate—School

Other People Living in the Home ______________

Language Spoken in the Home ______________

Last School Child Attended (Nursery, Headstart, Early Learning) ______________

Schools Attended ______________________

Emergency Notification in case parent cannot be reached:

Name ______________________ Phone ______________

Address ______________________ Relationship ______________

Family Doctor ______________________ Phone ______________

PRE AND POST TEST
CHECKLIST

A. Beginning Level

YES NO

____ ____ 1. Student can name three community resources.

____ ____ 2. Student can recognize traffic signs.

____ ____ 3. Student can name one place to go for recreation.

____ ____ 4. Student can ask simple directions to a community resource (example: police dept., hospital, etc.)

____ ____ 5. Student can fill out simple application.

B. Intermediate Level

YES NO

____ ____ 6. Student can explain services offered by three community resources.

____ ____ 7. Student can order a meal from a menu.

____ ____ 8. Student can give directions to a specific community resource.

____ ____ 9. Student can find a specific agency in the telephone directory.

____ ____ 10. Student can fill out form to enroll child in school.

Planning Your Instructional Strategies

Teacher's Directions: Activities

Beginning Level

1. Present list of community resources to students. Explain each one, and have students practice pronunciation. (You might also bring to class a community services directory, if available, or a telephone directory to look up other resources available in your own community.)
2. Use traffic signs and explain what they mean. Drill students in pronunciation. (Make copies for each student)
3. Practice given dialogues in group. (Provide copies for each student.)
4. Have students create own dialogues using flannel board. (You will have to create your own board and use pictures provided or others you might want to use).
5. Have students give directions to their home from the classroom.
6. Have students practice filling out simple application form.

Intermediate Level

1. Have students practice given dialogues.
2. Have students create own dialogues using flannel board and pictures. (Make flannel board and bring to class).
3. If possible, take field trips to the hospital, police and fire stations, some recreation area, etc.
4. Bring in guest speakers - most police and fire departments, legal aid societies, etc. do community relations and will gladly provide a speaker.
5. Have students give and ask directions to specific places. (Provide maps of your own area).
6. Have students practice ordering from a menu. (Provide menus from different restaurants in your area)
7. Have students practice filling out different applications. (Provide applications for obtaining a job, library card, social security card, etc.)
8. Make copies of highway signs and have students identify them and their meaning.

9. An interesting test for students to take is "Do you Know the Resources available in your community?" See how many are able to understand it and can respond. Try it orally first and then give it to them in writing. (Note the difference)
10. Have students practice vocabulary from each dialogue and activity as well as vocabulary list.

Community Resources

Do you know the Resources available in your Community?

Not all the information people possess is stored inside their brains. In fact, the amount stored within the brain is relatively minor when compared with the amount stored outside the brain - in books, in maps and signs, on tapes, in directories, on forms and charts, in libraries, computers, and in other systems created by human beings to organize and keep control of vast amounts of information.

These information resources contain much that is useful in helping all of us solve problems that arise in daily living. The key to drawing upon them is an awareness of their existence and the skills needed to put the information to work. If one doesn't know there is a map available - or if one doesn't know how to read a map - then a map is a useless information system.

This "Community Resources" section of the SRA Coping Skills Test is designed to measure one's knowledge of the resources available in most American communities to help people solve everyday problems.

1. Which department should you contact to find out if you are eligible for welfare benefits?

   A. Department of Health

   B. Department of Public Aid

   C. Department of Mental Health

   D. Department of Housing and Urban Development

2. Your child has been bitten by a dog and you're concerned about locating the animal for rabies test. Which department should you contact first?

   A. Humane Society

   B. Police Department

   C. Department of Children and Family Service

   D. Department of Streets and Sanitation

3. Tom plans to study child development at a two-year community college. Which of the following should be LEAST important in selecting a school?

   A. Fees and other costs

   B. Academic requirements for admission

   C. Standing of the football team

   D. Convenience of commuting

4. To be eligible for a Basic Education Opportunity Grant a student must be

   A. In financial need.

   B. A college graduate.

   C. Preparing for a career in government.

   D. Of exceptional scholastic ability.

5. What do the words "trauma center" on a highway exit sign indicate?

   A. That there are many police cruising and motorists should proceed carefully.

   B. That the area is a high-crime area and should be avoided if possible.

   C. That there is a hospital equipped for emergency treatment nearby.

   D. That there is a drug abuse center nearby.

6. Which of the following organizations would be most likely to have information about the Heimlich technique to help a person who is choking?

   A. Health Department

   B. Welfare Department

   C. Salvation Army

   D. Department of Sanitation

7. Which of the following would NOT be an appropriate way to use a community 3-digit emergency number?

   A. To report that you smell smoke, but don't see any flames.

   B. To report that someone has fainted on the sidewalk.

   C. To report that someone is trying to break into your house.

   D. To report a fire hazard in your apartment building.

8. Whom could you call to find out what the weather is like in a state to which you are traveling?

   A. Department of Conservation

   B. Associated Press

   C. National Weather Service

   D. Public library information service

9. The main purpose of the Travelers Aid Society is to:

   A. Give information about transportation routes and schedules.

   B. Provide tourists with information about an area.

   C. Help a traveler in an emergency situation.

   D. Assure that safety standards are met in public transportation.

10. Whom would you call to complain about black smoke billowing from a factory?

    A. The Department of Environmental Control

    B. The Federal Bureau of Investigation

    C. The Municipal Social Hygiene Clinic

    D. The Department of Streets and Sanitation.

11. If your children want more information about prehistoric animals, you could take them to a

    A. Zoo

    B. Veterinarian

    C. Library

    D. Forest preserve

* This material was taken from Science Research Associates

Sequential Progression

Vocabulary (immediate)	Application (short-term)	Implication (long-term)
Names of Community Resources: Employment Agencies Fire Department Police Department Post Office Social Security Office Social Services Dept. Hospital Libraries Public Utilities Schools Medical & Dental Services Legal Aid Services Banks Health Dept./Clinics Parks and other recreation facilities/programs	1. Being able to go to the proper agency for whatever service is needed. 2. Being able to help other people by referring them to proper agency by giving directions. 3. Where to go for information regarding a need. 4. How to fill out applications. 5. Do I need much money to open a bank account? 6. Where do I go to get the gas, water and electricity turned on?	1. Awareness of what is available in the community. 2. Feeling good knowing that the service you may someday need is available and that you know where and how to apply. 3. Knowing that your family can also participate in services/recreational facilities. 4. Better health. 5. Professional legal advice. 6. Being an informed citizen.
Map Reading Street signs Directions right straight curve left north south east west	1. Drawing simple maps to: give directions understand directions 2. How do I familiarize myself with different landmarks?	1. Feeling good knowing how to go anywhere without getting lost. 2. Being able to locate proper agency/place when needed. 3. Prepared to utilize services of agencies. 4. Recreating inexpensively by going on a picnic, swimming and playing in public parks resulting in exercise and fellowship with family and friends.

Sequential Progression

Vocabulary (immediate)

Library

- Books
- Magazines
- Newspapers
- Reference
- Card Catalog
  - Author
  - Title
  - Subject
  - Index
- Reserved
- Stacks
- Fiction
- Non-Fiction
- Biographies
- History

Application (short-term)

1. How do I check out books?
2. How do I fill out application?
3. Where do I find out how to find a book I want to read?
4. How do I find an article in a newspaper that came out a year ago?
5. Can I find out about other community resources?
6. Can I find cooking recipes at the library?

Implication (long-term)

1. Feeling good about learning new things; self-education.
2. Recreation/enjoyment
3. Improves conversation because as you learn you have more things to talk about.
4. Excitement over new discoveries.

Supplementary Resources

Bodman, Jean and Lanzano, Michael, No Hot Water, Tonight, New York: Collier Macmillan International, Inc., 1975. Intermediate

Bodman, Jean and Lonzano, Michael, No Cold Water, Either, New York: Collier Macmillan International, Inc., 1975. Advanced

ESL - A new Approach for the 21st Century, Modulearn, Inc., San Juan Capistrano, CA 92675

Everyday, Everywhere Materials as Teaching Resources in A.B.E., Marilyn Shaw, Mary Roark, Virginia Polytechnic Institute and State University, Blackburg, VA Teacher resource.

Ingles Para Sobrevivir and Survival Guide - Books 1,2, and 3 - Latin American Family Education Program, Inc., Indiana State Department of Public Education. Beginning, intermediate and advanced.

Keltner, Autumn, Howard, Leann and Lee, Frances, English for Adult Competency, Books I and II. Englewood Cliffs, NJ Prentice-Hall, 1981. Basic Intermediate.

Science Research Associates

Solving Life Problems in Community Resources, New York: Trafalgar House/ McGraw Hill, 1980. Advanced.

Using Community Resources, Follett Coping Skills Series, McVey and Associates, Inc., Follett Publishing Co., Chicago, ILL Intermediate and advanced and teacher resource

Building the Vocabulary and Concepts

Activities - Beginning Level

Community - Area where you live

Resources - Places and people you can go to for work and goods you need.

Agency - A place or company that can do things for people or businesses.

1. Here is a list of some community resources. Can you think of others? (Use telephone book or Community Services Directory, if available in your own community.) Have students look up different places.

   - Banks
   - Employment Agencies
   - Fire Department
   - Hospital
   - Legal Aid Services
   - Libraries
   - Medical and Dental Services
   - Police Department
   - Post Office
   - Public Utilities
   - School
   - Social Service Agencies

2. Make up a list of resources. Match them.

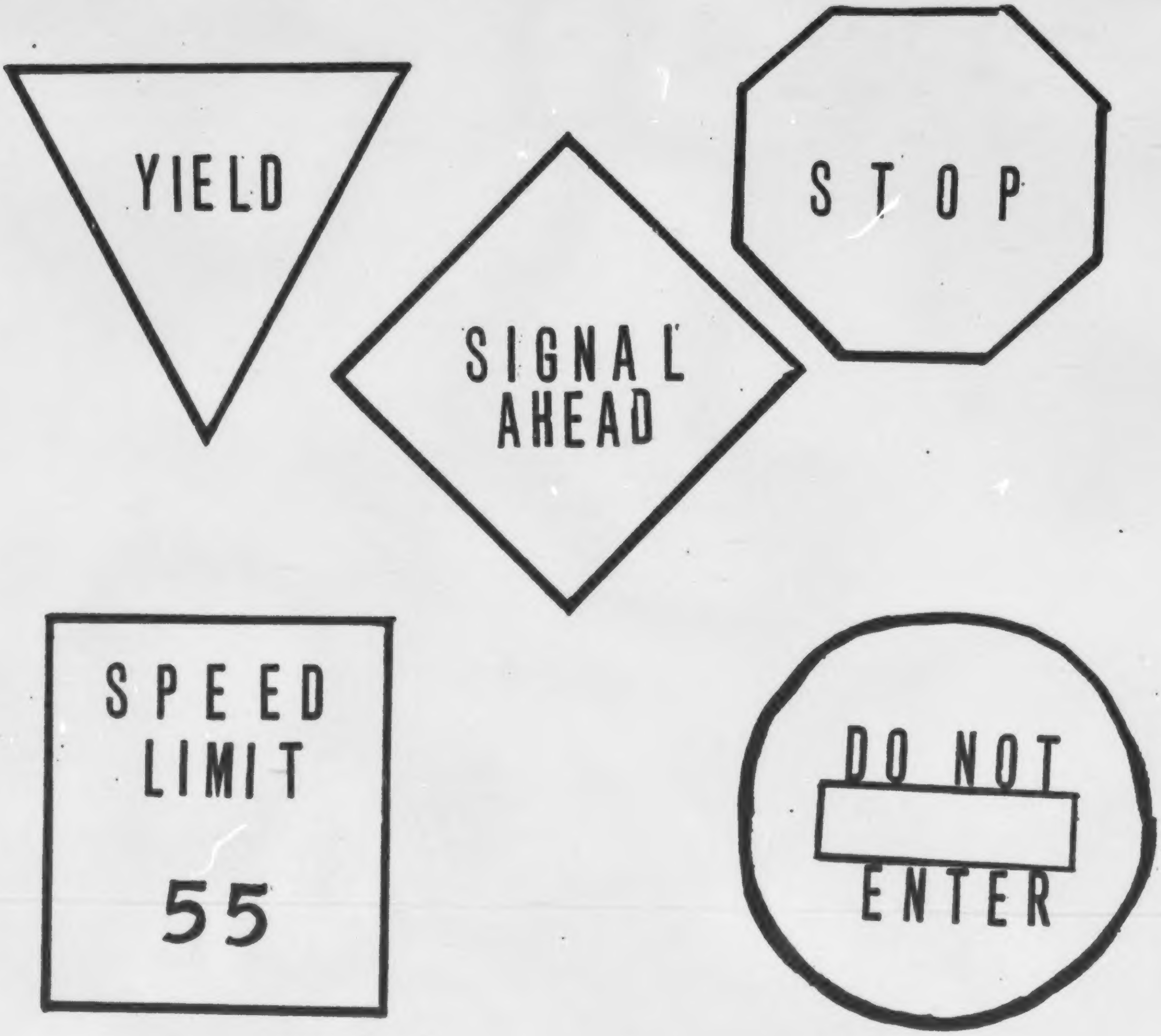
Banks	Post Office
Hospitals	Libraries
Libraries	Banks
Fire Department	Employment Agency
Post Office	Fire Department
Employment Agency	Hospitals

3. Alphabetize

   - schools
   - Post Office
   - Police Department
   - Health Department
   - Library
   - Fire Department
   - Banks
   - Gas Company
   - Electric Company

SIMPLE TRAFFIC SIGNS TO LEARN

Have student identify each one of the following and be able to pronounce it and know the meaning.


YIELD
SIGNAL AHEAD
STOP
SPEED LIMIT 55
DO NOT ENTER

YIELD SIGNAL AHEAD STOP

SPEED LIMIT DO NOT ENTER

NUMBERS

0 - Zero
1 - One
2 - Two
3 - Three
4 - Four
5 - Five
6 - Six
7 - Seven
8 - Eight
9 - Nine

10 - Ten
11 - Eleven
12 - Twelve
13 - Thirteen
14 - Fourteen
15 - Fifteen
16 - Sixteen
17 - Seventeen
18 - Eighteen
19 - Nineteen

20 - Twenty
21 - Twenty-one
22 - Twenty-two
23 - Twenty-three
24 - Twenty-four
25 - Twenty-five
26 - Twenty-six
27 - Twenty-seven
28 - Twenty-eight
29 - Twenty-nine

30 - Thirty
40 - Forty
50 - Fifty
60 - Sixty
70 - Seventy
80 - Eighty
90 - Ninety
100 - One Hundred
1000 - One Thousand

One plus two is three ($1 + 2 = 3$)
Five plus three is eight ($5 + 3 = 8$)
Three times four is twelve ($3 \times 4 = 12$)
Eleven times two is twenty-two ($11 \times 2 = 22$)
Six minus four is two ($6 - 4 = 2$)
Fifteen minus nine is six ($15 - 9 = 6$)

(Teacher's Note: Orally for beginners, written for more advanced students)

A. Answer the questions in complete sentences:

1. How much is ten plus seven?

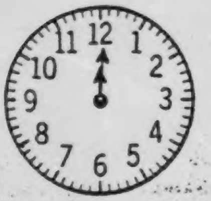
   (Ten plus seven is seventeen.)
2. How much is four plus two?
3. How much is six plus one?
4. How much is eight times two?
5. How much is four times three?
6. How much is five times seven?
7. How much is nine minus three?
8. How much is seven minus four?
9. How much is sixteen minus two?
10. How much is fourteen plus six?

B. Read the following and give the answers:

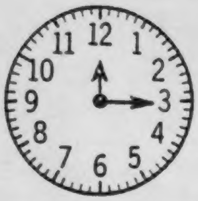
1. $3 + 4 = ?$
2. $6 \times 3 = ?$
3. $7 + 2 = ?$
4. $2 \times 6 = ?$
5. $4 \times 5 = ?$
6. $6 + 5 = ?$
7. $7 \times 2 = ?$
8. $9 - 5 = ?$
9. $13 - 7 = ?$
10. $18 - 10 = ?$

TELLING TIME

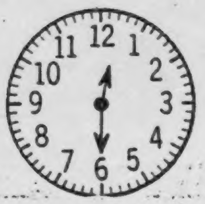
These are clocks:



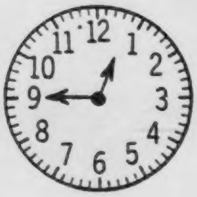
Twelve O'clock



A quarter after twelve/
fifteen minutes after
twelve

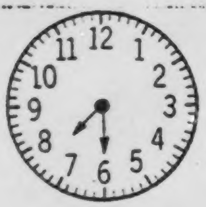


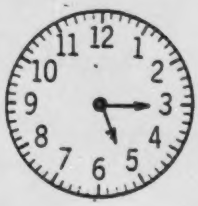
Twelve-thirty/
half-past twelve

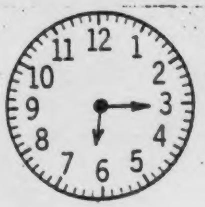


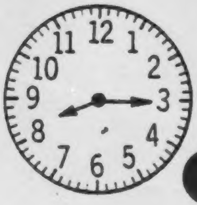
A quarter to one/
twelve forty-five

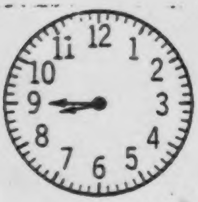
Tell what time is on each of the following clocks:

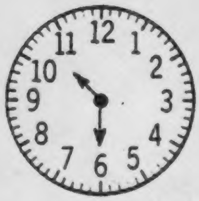


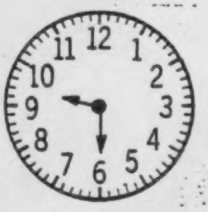


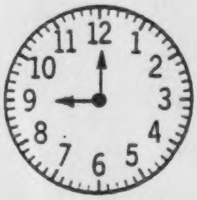


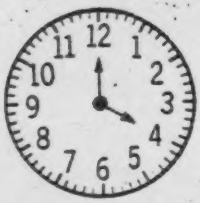


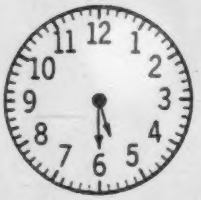


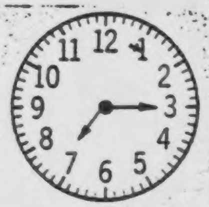


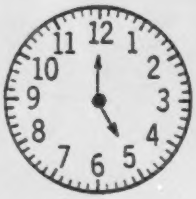


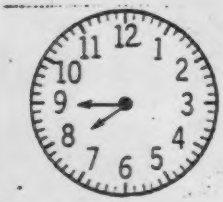


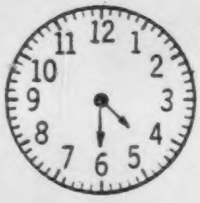


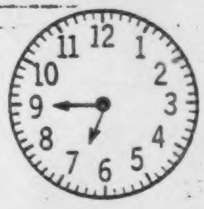


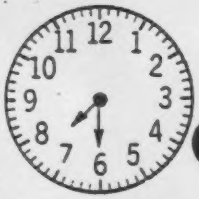












DAYS OF THE WEEK

Here are the days of the week.
They come after each other in this order:

SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY

Circle the right word:

The first day of the week is	Monday Sunday
The last day of the week is	Thursday Saturday
The third day of the week is	Tuesday Wednesday

On some calendars, only one letter is written for each day. They are written at the top of the calendar like this:

S M T W T F S

Draw a circle around the letter that stands for Sunday.

Draw a square around the letter that stands for Saturday.

Draw a triangle around the letter that stands for Tuesday.

Draw a line under the letter that stands for Thursday.

Putting the Words and Ideas into Action

The student should learn to pronounce the names on this list, know the meaning and be able to ask the question.

Where's the
- city hall?
- courthouse?
- police station?
- Department of Motor Vehicles (DMV)?
- Housing Authority?
- Legal Aid Services?
- Community Center?
- Immigration Department?
- Office of Human Services Department?
- gas station?
- bus stop?
- bus terminal?
- bank?
- school?
- adult school?

Where's the nearest
- hospital?
- clinic?
- food stamp office?
- social security office?
- welfare office?
- post office?
- employment office?
- training schools?

Look it up in the
- dictionary.
- directory.
- phone book.
- catalogue.
- index.
- files.

Drills - These drills will help you develop new vocabulary.

I'd like to rent
- an apartment.
- a house.
- a car.
- office space.

I'd like to
- register to vote.
- enroll my child in school.
- enroll in a class.
- put something on layaway.
- have a prescription filled.
- file for divorce.
- file for workmen's compensation.
- file for disability.

I want to open
I'd like to open
- a checking account.
- a savings account.
- a charge account.

I'd like to close my
- checking account.
- savings account.
- charge account.

I have
He has
She has
- to leave.
- to go.
  - home.
  - to court.
  - to the doctor.
    - welfare office.
    - food stamp outlet.
    - service center.
    - hospital.
    - restroom.
    - immigration office.

I
You
He
She

have
has

to go see

my
your
his
her

instructor.
counselor.
social worker.
supervisor.
foreman.
doctor.
lawyer.
probation officer.

I have to get

a
an

driver's license.
social security card.
medical check-up.

I.D. (identification card)
eye examination

I want to make

an appointment.
a reservation.
a long distance call.

Drills - These are designed to help you when you go to the doctor or when you have trouble with your car

I

hurt
sprained
twisted
broke

my

wrist.
leg.
foot.
ankle.
arm.
hand.
finger.

My

head
neck
shoulder
elbow
knee
back
chest

hurts.

Why I was late to work.

I
got a
ticket.
flat tire.
ran out of gas.
missed
the bus
my
ride.
turnoff.

My car
My car
broke down.
won't start.
was stolen

I was
caught
stuck
in traffic.

(Why are you late?)

These drills are to help you fill out applications.

What's your
name?
address?
zip code?
telephone number?
area code?
driver's license number?
passport number?
employee number?
alien card number?
resident card number?
social security number?
checking account number?
savings account number?

I was
We were
born
married
divorced
hired
layed off
fired
terminated
transferred
discharged

month date 19 year

I left my	______ (country)	on	______ (date)
	last job		______

When were you	born?
	married?
	divorced?
	hired?
	laid off?
	fired?
	transferred?
	discharged?

			brown	
	long	curly	black	
I have	short	straight	blonde	hair.
		wavy	grey	
			red	

He has a	mustache.		
	scar.	He wears	glasses.
	tattoo.		a hearing aid.
	limp.		

I weigh	one hundred pounds
	100 lbs.
	one hundred and ______ (fill in) lbs.

He	weighs	two hundred pounds.
		200 lbs.
She		two hundred and ______ (fill in) lbs.

1. Dialogues - These dialogues are designed so the student can learn how to give, take and ask directions.

Sharon: Where's the nearest post office?
Helen: On the corner of __________ and __________.
Sharon: Thanks.

***

Steven: I lost my driver's license.
Mack: You have to go to the DMV and get a duplicate.
Steven: Where's the nearest Department of Motor Vehicles?
Mack: I think there's one near here. It is on ________________.

***

Lady: Where's the nearest Social Security Office? I lost my card.
Man: I don't know. You will have to look it up in the telephone directory.

***

Sheila: I need to buy some food, because I don't have any. Do you know where the food stamp office is? I don't have any money.
Elsa: Yes. Go to the ______________. It is on the corner of ________________. (fill in)
Sheila: Thank you. Maybe I can eat today.

2. Drills - Have the student practice the following:

I lost my
- green card.
- social security card.
- driver's license.
- identification card.
- passport.
- citizenship papers.
- purse.
- wallet.
- credit card.

Dialogues:

1. Situation: Mailing a letter. Student is at the Post Office.

Mr. Smith: How much is an air mail stamp?
Postal Clerk: For this country or overseas?
Mr. Smith: For this country.
Postal Clerk: It is __________.

At this point introduce stamped envelopes, stamps, postcard - overseas blue stamped.

2. Situation: Find the Post Office.

John: Are Mary and Tom at the Supermarket?
Robert: No, they are at the Post Office.
John: Is that near here?
Robert: Yes. You can see it from here. Look - it is that big building.
John: Thank you. I will go and meet them. Goodbye.

3. Situation: Refer to a map and practice. (Draw up a simplified map of your area.) The instructor can ask the questions and the students can respond. Or students may ask each other.

    1. Where is the church?
    2. Where is the hospital?
    3. Where is the school? (Be specific about which one.)
    4. Where is the bank?
    5. Where is the supermarket?

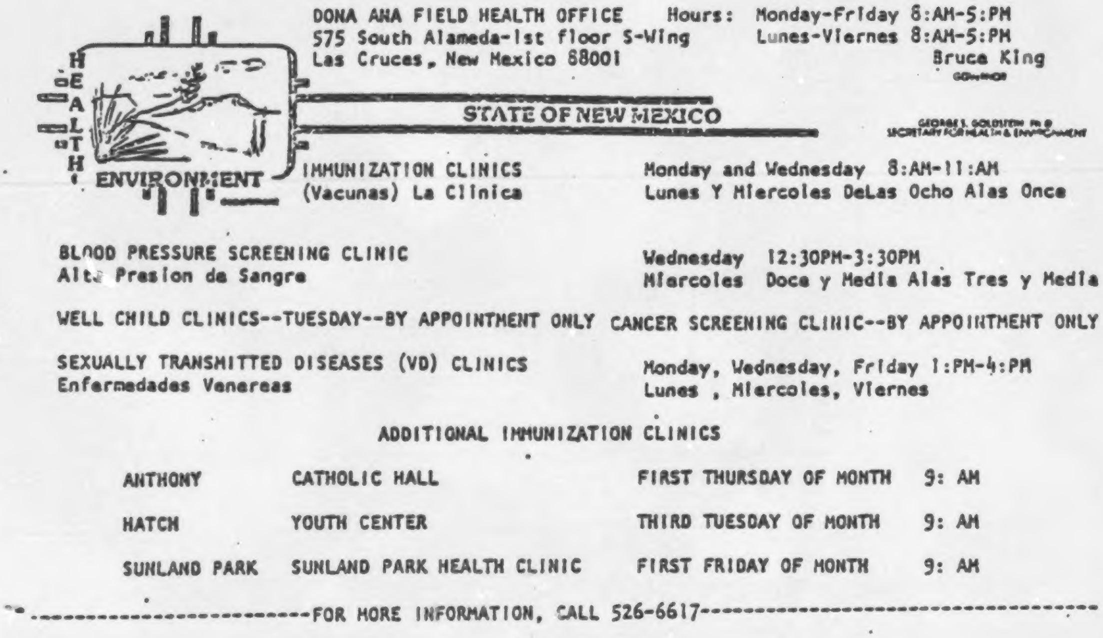
4. Situation: Again the instructor may ask the questions or the students may ask each other.

    1. How do I get to the supermarket?
    2. How do I get to the hospital?
    3. How do I get to the post office from the hospital?

MEDICAL SERVICES AVAILABLE

Donna: Carol, did you know there is a clinic here where the children can get their shots?
Carol: No, where is it?
Donna: At the Public Health Center. The address is 575 South Alameda.
Carol: How much does it cost?
Donna: It's free!
Carol: What days do they have the clinics?
Donna: Here is a paper from the clinic. It tells you the times and the days.
Carol: Thank you. I'm glad to know about the free clinic.

(Contact the Public Health Center in your area for information and brochures.)



DONA ANA FIELD HEALTH OFFICE
575 South Alameda-1st floor S-Wing
Las Cruces, New Mexico 88001

Hours: Monday-Friday 8:AM-5:PM
Lunes-Viernes 8:AM-5:PM

Bruce King
GOVERNOR

STATE OF NEW MEXICO

GEORGE S. GOLDSTEIN Ph.D
SECRETARY FOR HEALTH & ENVIRONMENT

HEALTH & ENVIRONMENT

IMMUNIZATION CLINICS
(Vacunas) La Clinica

Monday and Wednesday 8:AM-11:AM
Lunes Y Miercoles DeLas Ocho Alas Once

BLOOD PRESSURE SCREENING CLINIC
Alta Presion de Sangre

Wednesday 12:30PM-3:30PM
Miercoles Doce y Media Alas Tres y Media

WELL CHILD CLINICS--TUESDAY--BY APPOINTMENT ONLY

CANCER SCREENING CLINIC--BY APPOINTMENT ONLY

SEXUALLY TRANSMITTED DISEASES (VD) CLINICS
Enfermedades Venereas

Monday, Wednesday, Friday 1:PM-4:PM
Lunes, Miercoles, Viernes

ADDITIONAL IMMUNIZATION CLINICS

ANTHONY	CATHOLIC HALL	FIRST THURSDAY OF MONTH	9: AM
HATCH	YOUTH CENTER	THIRD TUESDAY OF MONTH	9: AM
SUNLAND PARK	SUNLAND PARK HEALTH CLINIC	FIRST FRIDAY OF MONTH	9: AM

------------------------FOR MORE INFORMATION, CALL 526-6617------------------------

QUESTIONS ON COMMUNITY RESOURCES

1. Where do you cash a check?
2. Where do you go to look for a job?
3. If you see a fire, what number do you call?
4. Where do you go for emergency medical help?
5. If you need a lawyer, where can you get help?
6. What can you get at the library?
7. Where do you mail a letter?
8. You need to have your electricity turned on - what do you do?

FIRE DEPARTMENT EMERGENCY

F.D.: Fire Department.

Man: This is an emergency. Somebody is stuck ______________________

in a car
in a hole
in a bathroom
in a tree
on a roof

F.D.: Is it an adult or a child?

Man: It's a ______________________.

a child
a teenager
an adult

F.D.: What's your address?

Man: It's ____.

F.D.: How do you spell it?

Man __ __ __ __ __ __ __ __ __ __

F.D.: Thank you.

Dialogues: The following dialogues are designed to help students fill out forms. Instructor can be the interviewer.

Interviewer: Where do you live?
Student: I live at ____ .
Interviewer: Oh, I have a friend who lives near there.
Student: Really, what is his/her name?
Interviewer: Jerry Altman. He's a welder.

Student: Yes, I know him. He's tall and thin. He has short, brown curly hair and brown eyes. He's over 6 feet tall and weighs around 175 pounds. Oh, he also has a mustache and wears glasses. He's a good neighbor.
Interviewer: How tall are you?
Student: You mean, how short am I? I'm only 5 feet tall.
Interviewer: What color are your eyes?
Student: They are (brown, blue, green, etc.)__________.
Interviewer: What color is your hair?
Student: It is (dark brown, light brown, blonde, red, etc.) .
Interviewer: What is your telephone number?
Student: I don't have one.
Interviewer: Is there a number where we can leave a message for you?
Student: Yes, my neighbor, Jerry Altman. His number is __________.
Interviewer: Are you married?
Student: (Yes, I am) or (No, I'm not)
Interviewer: Do you have a Social Security Number?
Student: Yes, I do. It is ____________________.
Interviewer: How many years did you go to school?
Student: I completed elementary. Sixth grade.
Interviewer: What kind of job do you want?
Student: Carpenter.
Interviewer: Do you have experience as a carpenter?
Student: Yes, I do. I worked for three years in my country.
Interviewer: Do you have any other kind of experience?
Student: No, I don't.

Practice filling out this simple form.

Name ______________________________

Address ______________________________

____

Telephone ________________

Social Security Number __________

Spouse's Social Security Number ________________

EDUCATION

Grammar School ______________________________

High School ______________________________

Trade or Business School ______________________

Special Skills ______________________________

____

PREVIOUS JOBS (list latest job first)

1. ______________________________

from ________________ to ______________

2. ______________________________

from ________________ to ______________

3. ______________________________

from ________________ to ______________

Building the Vocabulary and Concepts

Intermediate Level

Teacher's Instructions: Have students learn the pronunciation and meaning of the following words which are found in the different dialogues. Another activity related to this list, could be to have them alphabetize the words.

cross
happenings
danger
triangle
traffic
caution
careful
sign
ambulance
emergency
tourist
sidewalk
information
visitor
shopping center
variety
stoplight
north
policeman
complaint
alarm

leaked
apartment
ruined
landlord
roof
roofer
cousin
renter
lawyer
price
expensive
movie
tonight
understand
showing
theatre
downtown
pick up
fireman
investigator
hook and ladder

afternoon
directions
building
block
straight
middle
in front of
landmark
food stamps
apply
check
divorced
waitress
earn
enough
stub
receipt
during
appointment
resusitator
siren

Putting the Words and Ideas into Action

DIALOGUES: - Intermediate Level

Situation: Someone is at a friend's house and they begin to discuss the pupil enrollment form she's filling out. (How to enroll your child in school).

1: Hi! What are you doing?

2: Oh, Hi! I'm filling out these forms for my daughter, Susan. She's going to be in the first grade this year.

1: Oh, that's very nice. Is she happy?

2: I think she will be. I'm not. These forms ask so many questions. I wonder why they ask so many things? Some of the questions are very personal.

1: The information they ask for is usually information to protect the children themselves.

2: Why do they need to know who Susan is living with?

1: There might be some family problems and maybe the child is not to go home with anyone except the mother or father.

2: Why do they want to know what grades Susan's Dad and I completed?

1: Some parents never went to American schools, but did study in their own countries. If the parents need to study English, then maybe the child does too. Also, sometimes the teachers can help a child to get help outside of class in things the parents cannot help him/her with.

2: Well, I guess this information is necessary.

1: Yes, it is. Also make sure all phone numbers are correct. In an emergency, people need correct numbers and don't have time to look them up in the phone book.

2: Now I understand why. Thanks for telling me.

1: Are Susan's health records up-to-date?

2: Well, I'm not sure. There are so many things to get ready when a child starts school.

1: Yes, there are, but they are necessary. Like a child's immunizations. How would you like for Susan to become handicapped or die from some disease?

2: Oh, but that is very rare. It does not happen very often.

1: No, it does not happen often, but when it does happen, it is very sad. Especially when it did not have to happen.

2: You are right. I would not like for Susan to get sick from some other child. So I won't let Susan get sick, or let her get some other child sick either.

1: Make sure and take Susan for a check-up also. It is very hard for a child to study and learn things when there is something hurting him/her.

2: You know a lot about things like this. I'm glad you came by. I better have her eyes and ears checked too. How can anyone read or hear if his eyes and ears are not working well?

1: Right. Help Susan to do well in school by making sure she is healthy.

2: Yes. I will also make sure she eats breakfast every morning before she goes to school.

1: Yes. Breakfast is very necessary. Even if she doesn't eat very much, she should eat something nutritious.

2: I'll do that every morning for my Susan.

Situation: At the school, a mother is trying to enroll her son. Make sure students understand the vocabulary in the child's health record - practice the pronunciation.

School Clerk: Good morning. May I help you?
Mrs. Fischer: I want to enroll my child in school.
School Clerk: Do you live around here?
Mrs. Fischer: Yes. Four blocks away.
School Clerk: What is the name of your street?
Mrs. Fischer: The name of the street where I live is Elm.
School Clerk: Is this your boy?
Mrs. Fischer: Yes. His name is Hugh.
School Clerk: How old is he?
Mrs. Fischer: He is six years old.
School Clerk: Has he had his measles and polio shots?
Mrs. Fischer: No, he hasn't.
School Clerk: You may take him to your own doctor for these, or you can take him to the public health clinic. It is located at the County Courthouse. Do you know where that is?
Mrs. Fischer: No, I don't know. But I think my neighbor does and she will take me.
School Clerk: Take these enrollment forms and fill them out. When you bring them back, be sure you also bring back the form that the doctor or the clinic will give you because we need it before Hugh can start school.
Mrs. Fischer: Thank you. I will bring them back tomorrow.

Child's Health Record - This is a form similar to the one required by the schools before a child may enroll. Practice the meaning and pronunciation with students.

CHILD'S HEALTH RECORD

Name ______	School ______	Date ______
Eyes ______	Oral Hygiene ______	Kidney ______
Speech ______	Tonsils ______	Extremities ______
Height ______	Lymph Nodes ______	Spine ______
Weight ______	Thyroid ______	Posture ______
Nutrition ______	Chest ______	Hernia ______
Ears ______	Lungs ______	Abdomen ______
Skin ______	Heart ______	
Mouth Breather ______	Nervous System ______	

Special Considerations ______________________________

____

____

IMMUNIZATIONS

Required (Dates of each immunization):

D.P.T. — 1. ______ 2. ______ 3. ______

Measles and Rubella — 1. ______________

Polio:

Sabin Monovalent — 1. ______ 2. ______ 3. ______ Booster ______

Sabin Trivalent — 1. ______ 2. ______ 3. ______ Booster ______

Tuberculin Test:

Type: Mantoux ____ Tine ____ Monovac ____ Stern ____ Result: ☐ Neg. ☐ Pos Date ____

X-Ray: Result ______ Date ______ Place taken ______

Others: Mumps ______________ Date ______________

____
Physician's Signature

Date ______________

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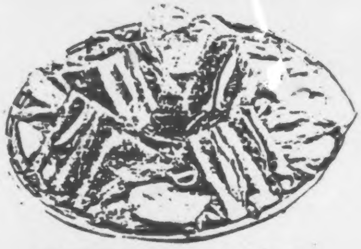
Mexican Dishes

Special Today

TACOS, Beef with Green Chili (3)	$2.35
ENCHILADAS (3) Red Chili	2.09
with Chopped Beef	75¢ .. extra
with Diced Beef	85¢ . extra
with sour cream	50¢
with One Egg	40 Extra
ENCHILADAS (3) Green Chili	2.20
with Chopped Beef	75¢ extra
with Diced Beef	85¢ extra
with sour cream	50¢
COMBINATION MEXICAN PLATE, Tamale, Enchilada, Taco, Green Chili, Refried Beans	3.10
TAMALES PLATE, (3) Refried Beans	2.45
CHILI CON CARNE with Beans	1.25
BURRITOS with Beans or with Beef	95-1.00
TOSTADOS, Green Chili Sauce	.60
Steak Finger Burrito .	1.30

side of chile
10 and 30¢



CLUB HOUSE SANDWICHES
with Potato Salad
$2.50

Side Orders

MASHED POTATOES with or without Gravy	55
FRENCH FRIED POTATOES, Large Order	65
COTTAGE CHEESE	50
POTATO SALAD	55
VEGETABLE	55
REFRIED BEANS	55
GREEN CHILI SAUCE	35
ONION RINGS	1.10

Tasty Salads

With French, 1000 Island
or Bleu Cheese Dressing

CHEF SALAD, Combination Salad with Cold Smoked Ham, Chicken and Cheese	2.65
TOSSED GREEN SALAD, Tomato Wedges	1.89
FRUIT PLATE with Cottage Cheese	2.39
VEGETAFLE PLATE with Hard Boiled Egg .	$209
COTTAGE CHEESE & LETTUCE SALAD	1.09
FRESH TOMATO, Stuffed with Chicken or Tuna Salad	2.49
DINNER SALAD (Green)	.75

DOUGHNUTS
35¢

Kiddie Korner

(Under 12 Years of Age)
(No Substitutions)

YOGI THE BEAR Sliced Chicken, Potatoes, Vegetable, Ice Cream or Sherbet and Milk	1.99
BAT MAN Fillet of Cod, French Fried Potatoes, Vegetable, Sherbet, Coke or Root Beer	1.99
SUPER MAN Roast Beef, Potatoes, Vegetable, Ice Cream or Sherbet and Milk	1.99

Fountain

COKE or ROOT BEER	50-60
Flavored, Extra	10¢
FLOATS	85
ICE CREAM SODA	85
MILK SHAKE	1.09
MALTED MILK	1.10
SUNDAE	85
ICE CREAM or SHERBET (Per Dip)	35

Sandwiches

(Served with Lettuce and Tomato)

MEAL-IN-ONE, Hamburger, French Fries, Shake	2.25

HAMBURGERS:	Regular	1.35	Jumbo	1.99
CHEESEBURGERS:	Regular	1.45	Jumbo	2.09

Hiebert Burger (with Green Chili)	1.55
Double Decker (2 Patties)	2.05
CHILI-BURGER (Chili Con Carne)	1.50
TACO BURGER	1.40
BACON, LETTUCE & TOMATO, Potato Chips	1.50
BACON & EGG, Potato Chips	1.75
CHEESE, Grilled	1.09
CHICKEN SALAD with French Fries	1.65
DENVER, French Fries	2.05
DOGS, Chili,	1.40
Hot, !	.85
EGG, Fried	1.09
EGG SALAD SANDWICH with French Fries	1.15
FISH	1.75
TUNA SALAD, French Fries	2.15
HAM, Cold - Special	1.75
Fried	1.85
& Cheese	1.95
& Egg	2.20
HAM SALAD, Potato Chips	1.80
PEANUT BUTTER	1.29
STEAK SANDWICH (Cubed)	2.59
TURKEY, Cold	1.45
Hot with Cranberry Sauce	1.95
BAR-B-Q BEEF with Potato Salad	1.65
BEEF, Cold	1.55
Hot	2.20

French Fries - Small Order 50¢

Beverages

COFFEE	30
SANKA or ICED COFFEE	40
SWEET MILK or BUTTERMILK	55-80
CHOCOLATE MILK	60-85
ICED TEA	30
HOT TEA	35
HOT CHOCOLATE	50

Desserts

PIES, Fruit	80
PECAN	90
SWEET ROLLS	60
DINNER ROLLS HOMEMADE	25

Situations - At the restaurant. Learning how to order.

Frances: This is a nice restaurant.
Doyle: Yes, it is. Do you want to eat here?
Frances: Yes, I do. Let's sit at this table.
Doyle: That table is dirty.
Frances: O.K., let's sit at that table.
Doyle: Yes, that is a clean table.
Frances: I am hungry. I want to eat a humburger.
Doyle: I am hungry, too. I want to eat a steak.
Frances: I am thirsty. I want to drink a coke.
Doyle: I am thirsty, too. I want to drink coffee.

Frances: That girl (the waitress) is pretty.
Doyle: She is pretty. She is nice. She is my friend.
Frances: Doyle, are you old enough to order some wine?
Doyle: Yes, I am. I am twenty-two. How old are you?
Frances: I am nineteen.
Doyle: Then, we can't order wine because you are not old enough.
Frances: I like this restaurant. It's nice and the food is very good.
Doyle: I like it too. We can come back again.

***

Frederick: Shall we go in to eat at this restaurant? It is very nice here.
Dorothy: Oh, Frederick, we can't afford to eat here. The prices must be very high.
Frederick: Don't be foolish - I've eaten here before.
Dorothy: And with whom, may I ask?
Frederick: Why Dorothy, you must be jealous. Let's go in.
Waiter: Table for two, sir?
Frederick: Yes, along the side and toward the back. May we have the menu, please? What will you start with, Dorothy?
Dorothy: First, an oyster cocktail; then, onion soup.
Frederick: I'll have the same. What would you like for the main dish?
Dorothy: I don't know. What are you going to have?
Frederick: How about roast beef with a baked potato?
Or boiled ham? Or chicken cooked in wine?
Dorothy: I'll have the roast beef with a green salad.
Frederick: I'll have chicken, please. Would you like some dessert, Dorothy?
Dorothy: No, I think I'll skip the dessert. I need to watch my weight.
Frederick: Waiter, may I please have the check? Everything was very good. We enjoyed our meal very much.
Waiter: Thank you sir, please come again.

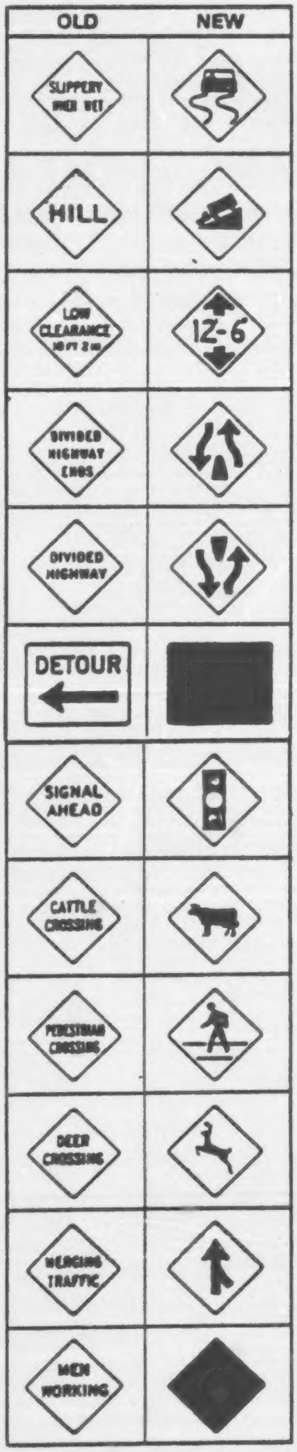
***

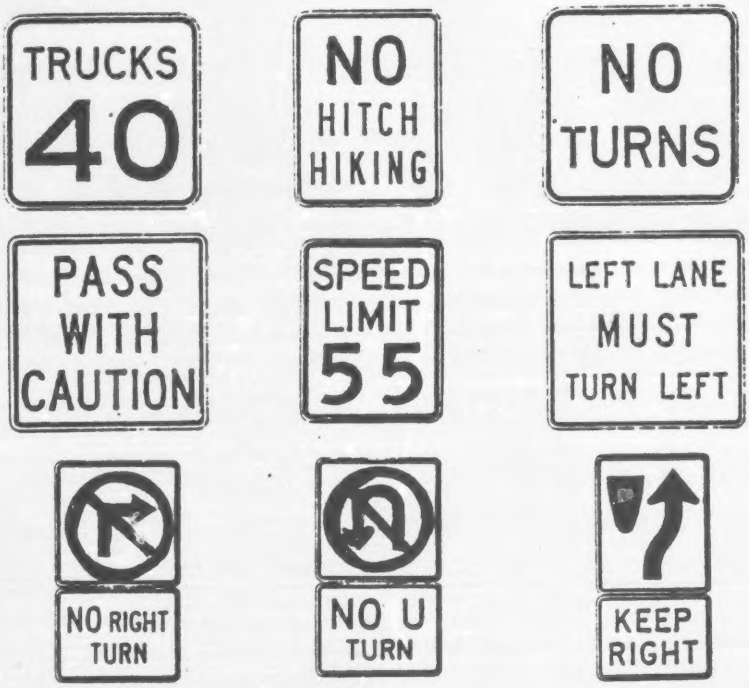
Jonathan: Since it's your birthday, I am going to take you out to eat. Where would you like to go?
Jeannette: Some place that has good food and soft music.
Jonathan: Then let's go to Armand's. That is a good restaurant.

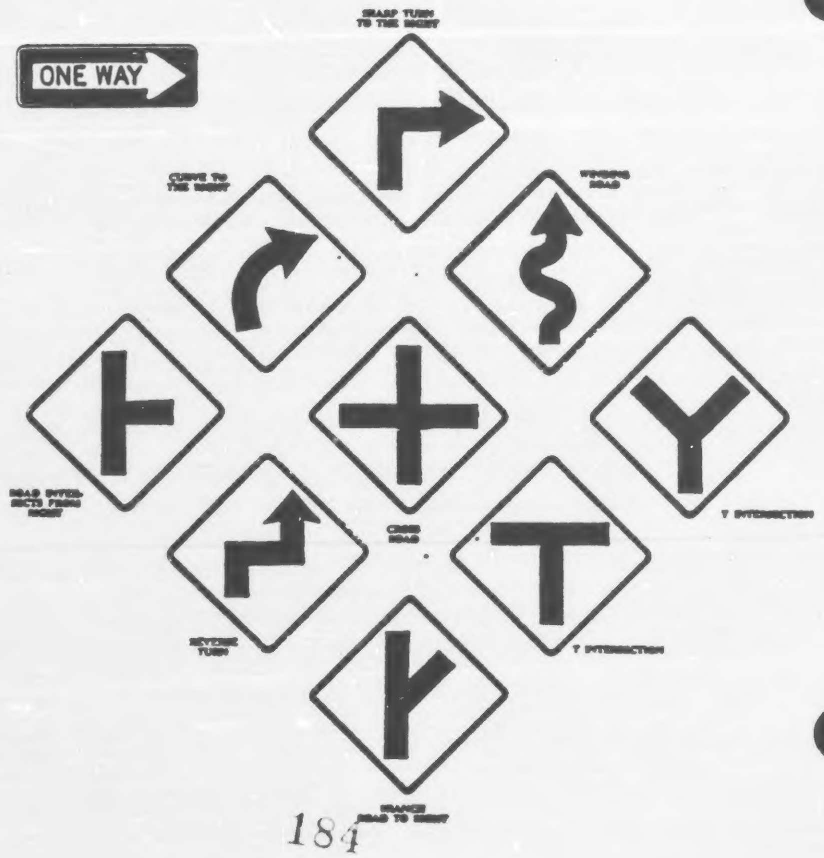
Later...

Jonathan: Do you like it here?
Jeannette: Yes, it's nice, quiet, good music and I'll bet it's also very expensive.
Jonathan: It's not too bad. Are you ready to order?
Jeannette: Yes. Waitress, I would like to have the fried shrimp.
Jonathan: I'll have the same.
Waitress: I hope you enjoyed your meal. Is there anything else you would like? No? Here's your check.
Jonathan: We enjoyed it very much. I have included 15% of the bill for your tip. You really gave us good service.

Students need to become familiar with highway signs. Have them pronounce these and identify them.


OLD
NEW
SLIPPERY WHEN WET
HILL
LOW CLEARANCE 10 FT 2 in
12-6
DIVIDED HIGHWAY ENDS
DIVIDED HIGHWAY
DETOUR
SIGNAL AHEAD
CATTLE CROSSING
PEDESTRIAN CROSSING
DEER CROSSING
MERGING TRAFFIC
MEN WORKING


TRUCKS 40
NO HITCH HIKING
NO TURNS
PASS WITH CAUTION
SPEED LIMIT 55
LEFT LANE MUST TURN LEFT
NO RIGHT TURN
NO U TURN
KEEP RIGHT


ONE WAY
SHARP TURN TO THE RIGHT
CURVE TO THE RIGHT
WINDING ROAD
ROAD INTERSECTS FROM RIGHT
CROSS ROAD
Y INTERSECTION
REVERSE TURN
T INTERSECTION
BRANCH ROAD TO RIGHT

Situation: Mother is waiting for children to return from school, child enters and tells her the day's happenings.

Child: Mom, guess what happened in school today?

Mom: What happened?

Child: A policeman came today and told up about signs.

Mom: What kinds of signs?

Child: He told us about walk and don't walk at the stop lights. And he told us only to cross the street at the cross walks we have by our school. He also told us that the cars have to slow down for us but sometimes people forget so we little children have to be careful anyway.

Mom: Did you understand everything he told you?

Child: Yes, most of it. He also gave us some papers.

Mom: Maybe you could show me your papers.

Child: OK, look! This big red sign says STOP. Everyone has to Stop; this yellow upside down triangle says YIELD--everyone needs to slow down but you don't always have to stop. Whenever you see a yellow flashing (on and off) lights, that means caution. We need to be careful.

Mom: That's very good. What else did the policeman tell you?

Child: He told us to call 911 in case something dangerous happened. Whoever talks at the other end will help us.

Mom: How will they help you?

Child: Well, they can call the police, the firemen, the ambulance, or anybody else faster than we can.

Mom: That's very good, but you must remember to call 911 only in emergencies.

Child: Yes, that's also what the policeman said.

Southern New Mexico Legal Services

1. Do you have to make an appointment?

   Be sure to call for an appointment.

2. Who receives the service free of charge?

   Any woman (I say woman because it usually is a woman) who receives aid - to dependent children - social security income or whose income is listed on the brochure from New Mexico Legal Services.

3. Do they help with family problems?

   Yes, adoptions, divorce, guardianship, child support and custody.

4. Can they help me rent a house if I have a housing problem?

   Yes, you have rights as a renter, as well as an owner.

5. Is there a special office for farming problems?

   Yes, the Farm Workers Center, 416 W. Griggs, Las Cruces, NM 526-4451

6. If I am not sure about a legal problem, can I call them?

   Yes, the job of the Southern New Mexico Legal Services is to tell you what your rights are.

7. Is this service for all people?

   No, the service is for people who do not have the income to pay a regular lawyer's fee.

8. Will they help if working conditions are very bad on a job?

   Yes, they will assist you to find a remedy for the problem.

Situation: Two neighbors are talking about their apartments. (How Southern New Mexico Legal Services can help)

1: Hello, how are you?

2: I'm OK. I'm a little mad because the roof to my apartment leaked last night and the rain ruined my T.V.

1: Oh, I'm very sorry. Does the T.V. work at all?

2: No. It doesn't even turn on. And I've only had it for 3 months.

1: Did you tell the landlord about the leak before? Maybe he didn't know.

2: Yes, he did, because I told him several times before. The last time it rained, I told him I would call a roofer to have it fixed and send him the bill.

1: You know, my cousin had some trouble with his landlord and he went to the Southern New Mexico Legal Services office. They helped him for free. They told him that as renters, we have the right to have a good building to live in.

2: What do you have to do to see someone at that office?

1: I think you have to call them and make an appointment to talk with one of the lawyers. Then they need to see your check stubs from wherever you work, and they need to know how many people there are in your family.

2: Why do they need to know those things?

1: Because they help people who cannot pay a regular lawyer's price.

2: That's a pretty good idea. Lawyers are very expensive. Do you think they can help me?

1: The only way to find out is to call and ask.

2: That's right. I better call right now. Bye!

WELFARE DEPARTMENT - Discuss with students the services provided by The Department of Human Services and the different types of financial aid and include food stamps. Also the location of the nearest office.

Dialogue Situation - Marcia has gone to the Welfare Department to apply for food stamps.

Caseworker: Good morning. Are you Marcia Johnson?

Marcia: Yes, I am. I came to see if I qualify for food stamps.

Caseworker: We will have to check on a few things first. Won't you sit down?

Marcia: Yes, thank you.

Caseworker: O.K. now - the first thing I need to know is how much money you and your husband earned last month.

Marcia: My husband and I have been divorced for six months and I've been working as a waitress for only two months. I just don't earn enough money to pay all my bills and feed the two children I have.

Caseworker: How much money do you earn?

Marcia: $60.00 per week.

Caseworker: I need to see a payroll check stub. Do you have one?

Marcia: No, I don't. I just get paid in cash.

Caseworker: You need to get a statement signed by your boss saying how much money you earn and how long you have been working there.

Marcia: O.K. I'll get those.

Caseworker: You also have to bring me all the receipts of everything you spent during the past month.

Marcia: I hope I have them all.

Caseworker: If you don't have them, you can go back to those places where you paid them, and they will give you another receipt.

Marcia: O.K. I will get them. When can I come back to see you?

Caseworker: If you can get them by tomorrow, I can see you at 3:00 P.M.

Marcia: I'm sure I can. I'll see you tomorrow. Goodbye.

Caseworker: If you don't have them by then, be sure and call so I can set up another appointment, OK?

MAP READING - Provide a map of your area and have students identify different landmarks such as: grocery stores, library, movie theatre, park, schools, church, etc. Have each student draw a map showing where he lives and a route to one of the above. Then the student can give oral directions on how to reach that building he has chosen.

Dialogue: Margie is giving directions to a fellow student on how to reach her home.

Margie: Darlene, I want you to come visit me Saturday so we can study our English. Can you come?
Darlene: I'm not doing anything on Saturday afternoon. I can come to see you then. Where do you live?
Margie: I live at 1642 South Elm.
Darlene: Where is that?
Margie: I'll give you directions from here, O.K.?
Darlene: That would be good since we both know how to get here.
Margie: This school is at 923 North Maple, right?
Darlene: Right.
Margie: From the front of this building you go straight down for four blocks until you come to a stop light. Then you turn left and go down five blocks until you get to Maple. You turn right and go straight for 16 blocks and I live in the middle of the block. The house is brown with a big tree in front.
Darlene: I'm pretty sure I can find it, but you better give me your telephone number just in case I get lost.
Margie: That's a good idea. My number if 476-3332.
Darlene: I'll see you Saturday. Is 2:00 o'clock O.K. with you?
Margie: That's fine. I'll see you then.

Situation: A tourist has stopped someone on the sidewalk to ask for some information.

1: Excuse me, could you give me some information?
2: Yes, what can I help you with?
1: I am visiting your city and I haven't been able to find some places I'm looking for.
2: Well, if you tell me what you are looking for, maybe I can help you.
1: Thank you very much. First of all, I need to get to a shopping center.
2: That is easy. The shopping center that has a variety of stores would be Loretto Mall. We have several nice malls but Loretto has many different types of stores. A little bit of everything. We are on University Avenue now. Drive down University till you get to El Paseo, the second stop light there, you turn right. You must drive for approximately three miles. You cannot miss it, it is on the right hand side, there is a big parking lot and a large sign saying Loretto Mall. Within walking distance from there is the Downtown Mall. You just walk two blocks north from Loretto and you will see it.
1: Oh, that's easy. I wrote it down so I won't forget it. Can you tell me now, how to get to the University? I might need to know sometime.

2: Any street will lead you back to University Avenue if you drive south. Espina, Solano, Valley, Locust, El Paseo will all return you to the University. University Avenue is not a long street so you can always see parts of the University.
1: Well, thank you so much. You have been a very big help to me.
2: You are very welcome. I hope you have a nice visit in Las Cruces.
1: Bye.
2: Bye.

Teacher's Directions: Look up movie section in newspaper and discuss it as a form of entertainment. Going to the movies.

Norma: Ruben, I want to go to the movies.
Ruben: Yes, let's go tonight. What movie do you want to see?
Norma: I want to see Kramer vs. Kramer.
Ruben: I understand that it is a good movie. I want to see it also. Where is it showing?
Norma: It's at the Paramount Theatre. Do you know where that is?
Ruben: Yes, that is downtown, near the city plaza.
Norma: O.K. We'll go tonight at 7:00 o'clock. Will you pick me up or shall I meet you there?
Ruben: I'll pick you up at 6:30 P.M., OK?
Norma: Fine. I'll see you then.

FIRE AND POLICE DEPARTMENTS - Make sure students understand the functions of the police and fire departments and the emergency telephone number

Suggested activities - You will need telephone teletrainer for these.

1. Practice calling police station to report certain incidents (a peeping tom, an accident in front of the house, a runaway child, etc.)
2. Practice calling the fire department to report certain incidents (stove on fire, a child trapped in a box he can't open, a pet that can't get down from the tree, etc.)
3. Discuss attitudes about services provided by police and fire departments.
4. Take field trip to police and fire departments.

ELECTRIC SERVICE: Following is a table of electricity rates in New Mexico. Activity to be used with this chart could center around mathematical problems designed to help students compute their own use and cost of electricity.

NEW MEXICO RATES
EFFECTIVE JUNE 1, 1979

RESIDENTIAL SERVICE RATE - 61

Winter (November - April)	Summer (May - October)
$4.55 for the first 50 KWH	$4.55 for the first 50 KWH
5.19 for the next 150 KWH - 7.79	5.19 for the next 150 KWH - 7.79
4.82 for the next 600 KWH - 28.92	4.82 for all additional KWH
3.94 for the additional KWH	

Monthly Minimum - $4.55 plus Fuel Adjustment and Tax Adjustments

OFF-PEAK WATER HEATING RATE - 62

$2.85 per KWH

Monthly Minimum - $2.60 plus Fuel Adjustment and Tax Adjustments

RESIDENTIAL SERVICE WITH QUALIFIED SPACE HEATING RATE - 65

Winter (November - April)	Summer (May - October)
$7.41 for the first 50 KWH	$7.41 for the first 50 KWH
5.18 for the next 150 KWH - 7.77	5.18 for the next 150 KWH - 7.77
4.82 for the next 400 KWH - 19.28	4.82 for all additional KWH
2.68 for all additional KWH	

Monthly Minimum - $7.41 plus Fuel Adjustment and Tax Adjustments.

RESIDENTIAL SERVICE WITH TOTAL COMFORT RATE - 64

Winter (November - April)	Summer (May - October)
$7.41 for the first 50 KWH	$7.41 for the first 50 KWH
5.18 for the next 150 KWH - 7.77	5.18 for the next 150 KWH - 7.77
4.82 for the next 400 KWH - 19.28	4.82 for the next 600 KWH - 28.92
2.68 for all additional KWH	4.11 for all additional KWH

Monthly Minimum - $7.41 plus Fuel Adjustment and Tax Adjustments.

NEW MEXICO TAX

Town 22-28	4% tax
All others	3-3/4% tax

Reprinted from El Paso Electric Brochure

Mexican Dishes → Special Today

TACOS, Beef with Green Chili (3)	$2.35
ENCHILADAS (3) Red Chili	2.09
with Chopped Beef	75¢ extra
with Diced Beef	85¢ extra
with sour cream	50¢
ENCHILADAS (3) Green Chili	2.20
with Chopped Beef	75¢ extra
with Diced Beef	85¢ extra
with sour cream	50¢
with One Egg	40 Extra
COMBINATION MEXICAN PLATE, Tamale, Enchilada, Taco, Green Chili, Refried Beans	3.10
TAMALES PLATE, (3) Refried Beans	2.45
CHILI CON CARNE with Beans	1.25
BURRITOS with Beans or with Beef	95-1.00
TOSTADOS. Green Chili Sauce	.60
Steak Finger Burrito	1.30

side of chile
0 and 30¢

CLUB HOUSE SANDWICHES
with Potato Salad
$2.50

Side Orders

MASHED POTATOES with or without Gravy	55
FRENCH FRIED POTATOES, Large Order	65
COTTAGE CHEESE	50
POTATO SALAD	55
VEGETABLE	55
REFRIED BEANS	55
GREEN CHILI SAUCE	35
ONION RINGS	1.10

Tasty Salads

With French, 1000 Island
or Bleu Cheese Dressing

[illegible]F SALAD, Combination Salad with Cold Smoked Ham, Chicken and Cheese	2.65
TOSSED GREEN SALAD, Tomato Wedges	1.89
FRUIT PLATE with Cottage Cheese	2.39
VEGETABLE PLATE with Hard Boiled Egg	$2 09
COTTAGE CHEESE & LETTUCE SALAD	1.09
FRESH TOMATO, Stuffed with Chicken or Tuna Salad	2.49
DINNER SALAD (Green)	.75

DOUGHNUTS
35¢

Kiddie Korner

(Under 12 Years of Age)
(No Substitutions)

YOGI THE BEAR Sliced Chicken, Potatoes, Vegetable, Ice Cream or Sherbet and Milk	1.99
BAT MAN Fillet of Cod, French Fried Potatoes, Vegetable, Sherbet, Coke or Root Beer	1.99
SUPER MAN Roast Beef, Potatoes, Vegetable, Ice Cream or Sherbet and Milk	1.99

Fountain

COKE or ROOT BEER	50-60
[illegible]lavored, Extra	10¢
FLOATS	85
ICE CREAM SODA	85
MILK SHAKE	1.09
MALTED MILK	1.10
SUNDAE	85
ICE CREAM or SHERBET (Per Dip)	35

Beverages

COFFEE	30
SANKA or ICED COFFEE	40
SWEET MILK or BUTTERMILK	55-80
CHOCOLATE MILK	60-85
ICED TEA	30
HOT TEA	35
HOT CHOCOLATE	50

Sandwiches

(Served with Lettuce and Tomato)

MEAL-IN-ONE, Hamburger, French Fries, Shake	2.25

HAMBURGERS:	Regular	1.35	Jumbo	1.99
CHEESEBURGERS:	Regular	1.45	Jumbo	2.09

Hiebert Burger (with Green Chili)	1.55
Double Decker (2 Patties)	2.05
CHILI-BURGER (Chili Con Carne)	1.50
TACO BURGER	1.40
BACON, LETTUCE & TOMATO, Potato Chips	1.50
BACON & EGG, Potato Chips	1.75
CHEESE, Grilled	1.09
CHICKEN SALAD with French Fries	1.65
DENVER, French Fries	2.05
DOGS, Chili,	1.40
Hot, !	.85
EGG, Fried	1.09
EGG SALAD SANDWICH with French Fries	1.15
FISH	1.75
TUNA SALAD, French Fries	2.15
HAM, Cold - Special	1.75
Fried	1.85
& Cheese	1.95
& Egg	2.20
HAM SALAD, Potato Chips	1.80
PEANUT BUTTER	1.29
STEAK SANDWICH (Cubed)	2.59
TURKEY, Cold	1.45
Hot with Cranberry Sauce	1.95
BAR-B-Q BEEF with Potato Salad	1.65
BEEF, Cold	1.55
Hot	2.20

French Fries - Small Order 50¢

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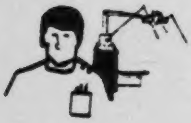
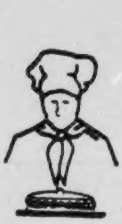
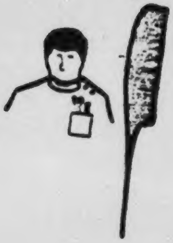
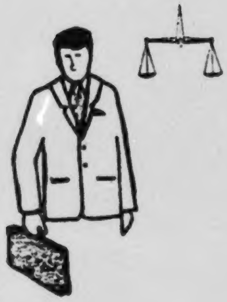
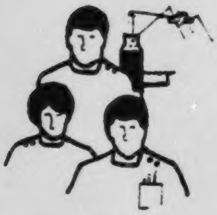
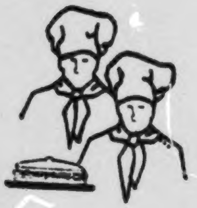
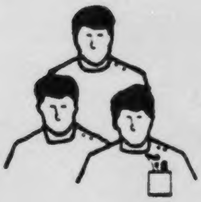
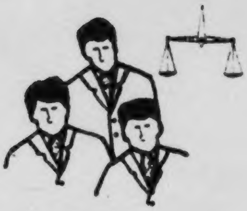
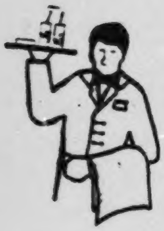
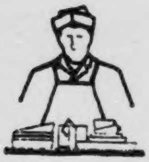
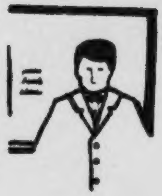
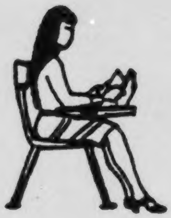
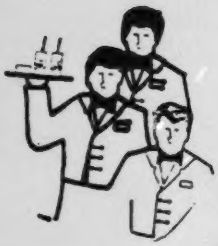
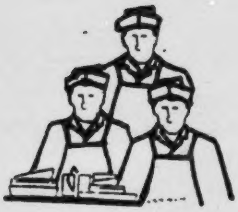
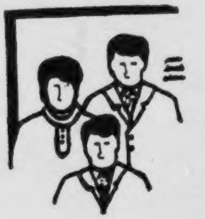
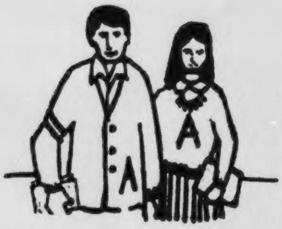
Desserts

PIES, Fruit	80
PECAN	90
SWEET ROLLS	60
DINNER ROLLS HOMEMADE	25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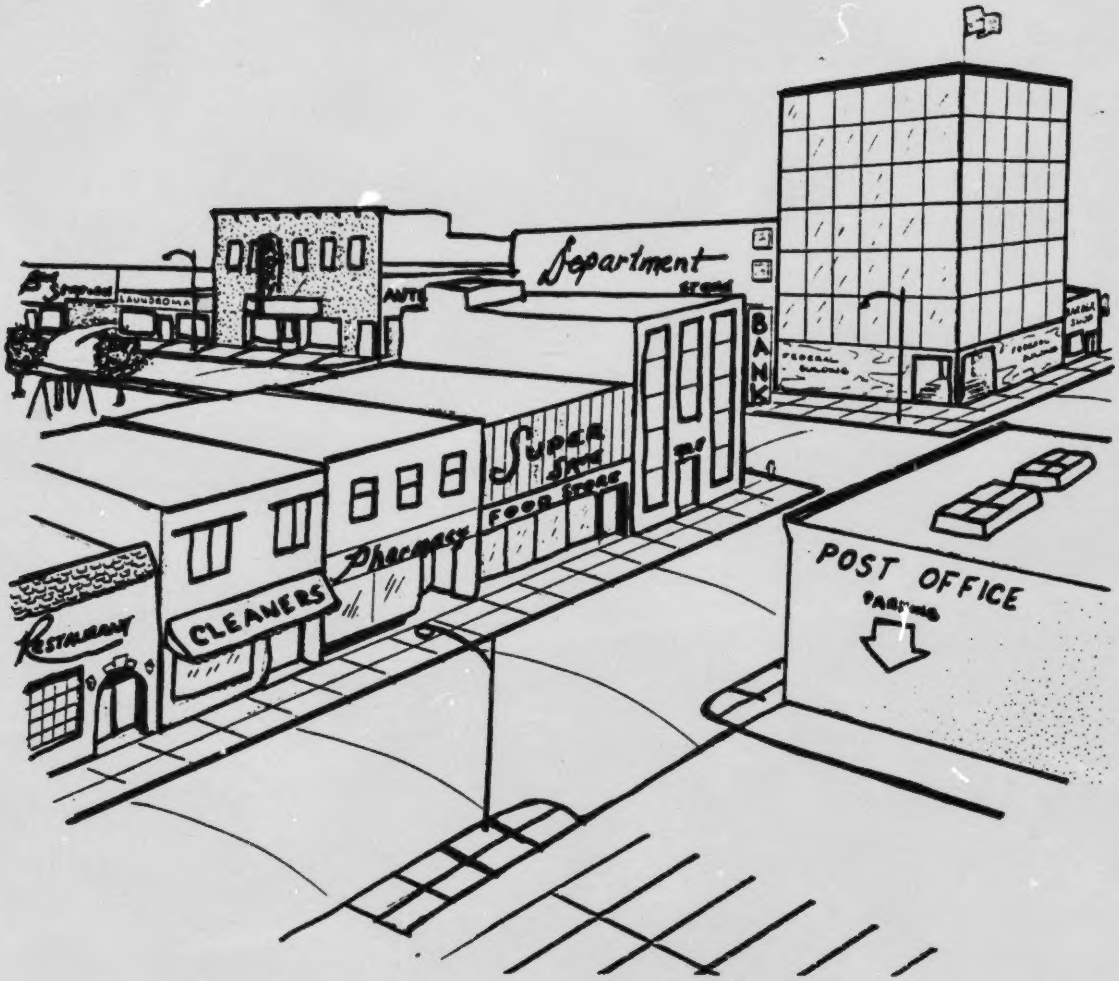
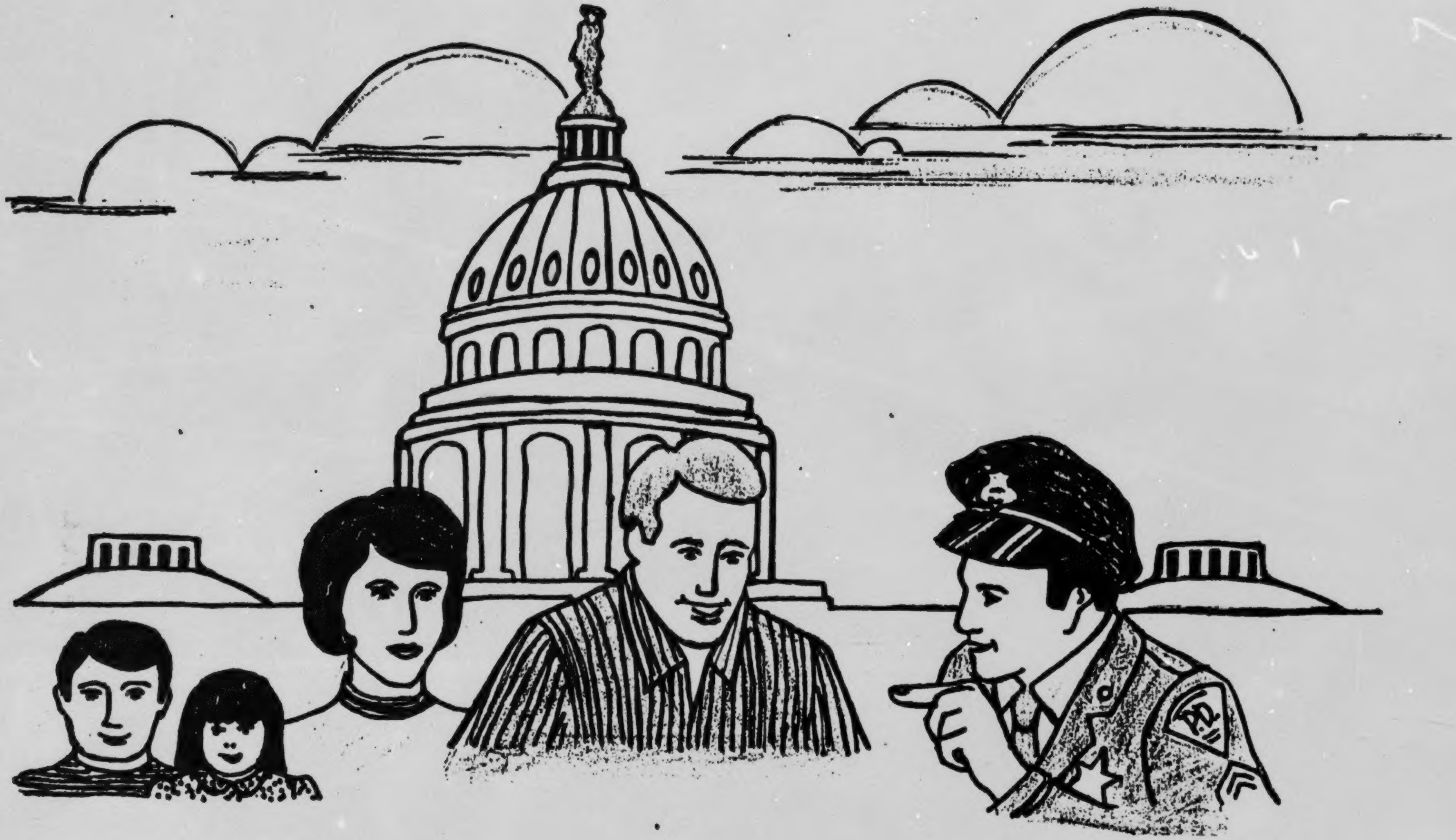
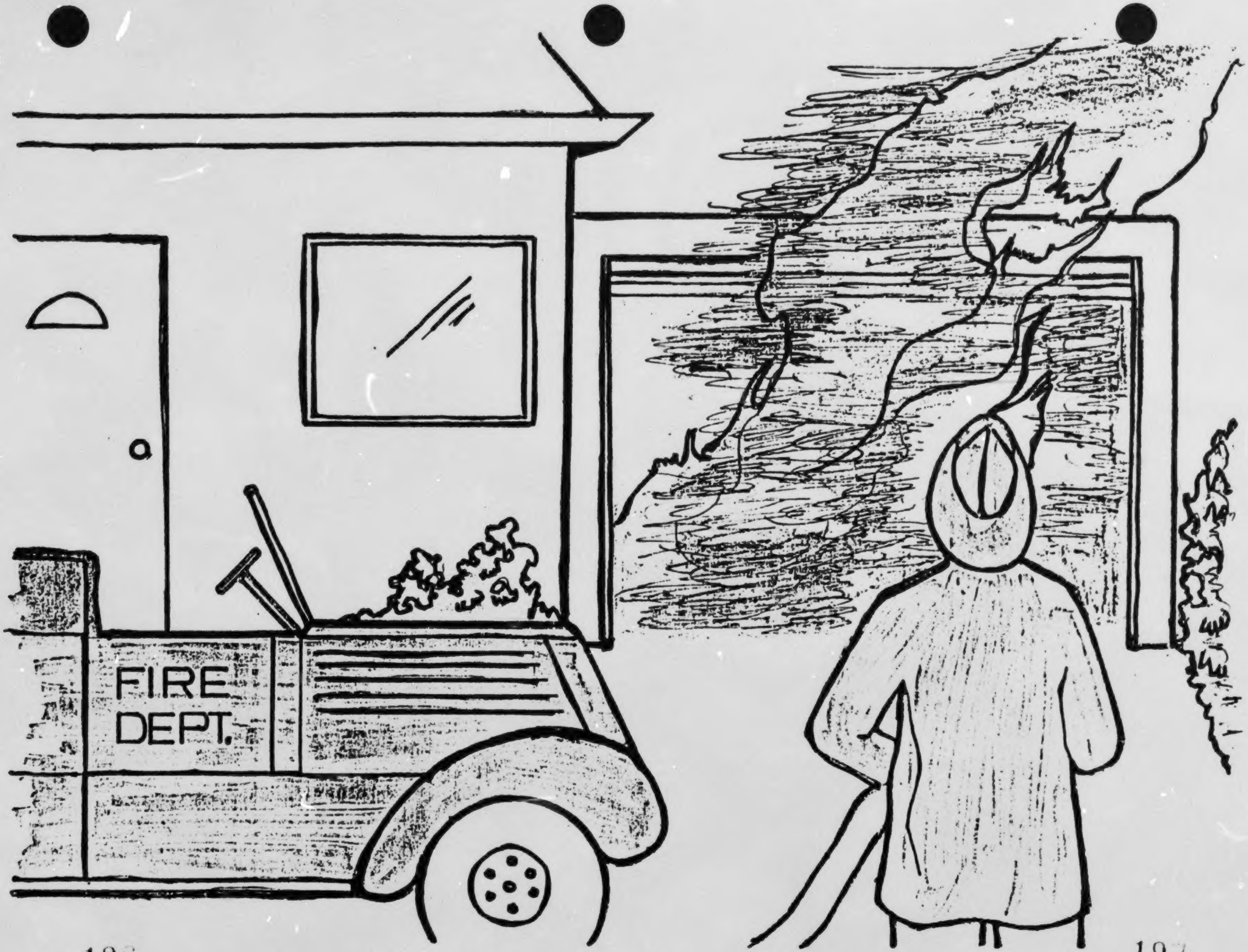
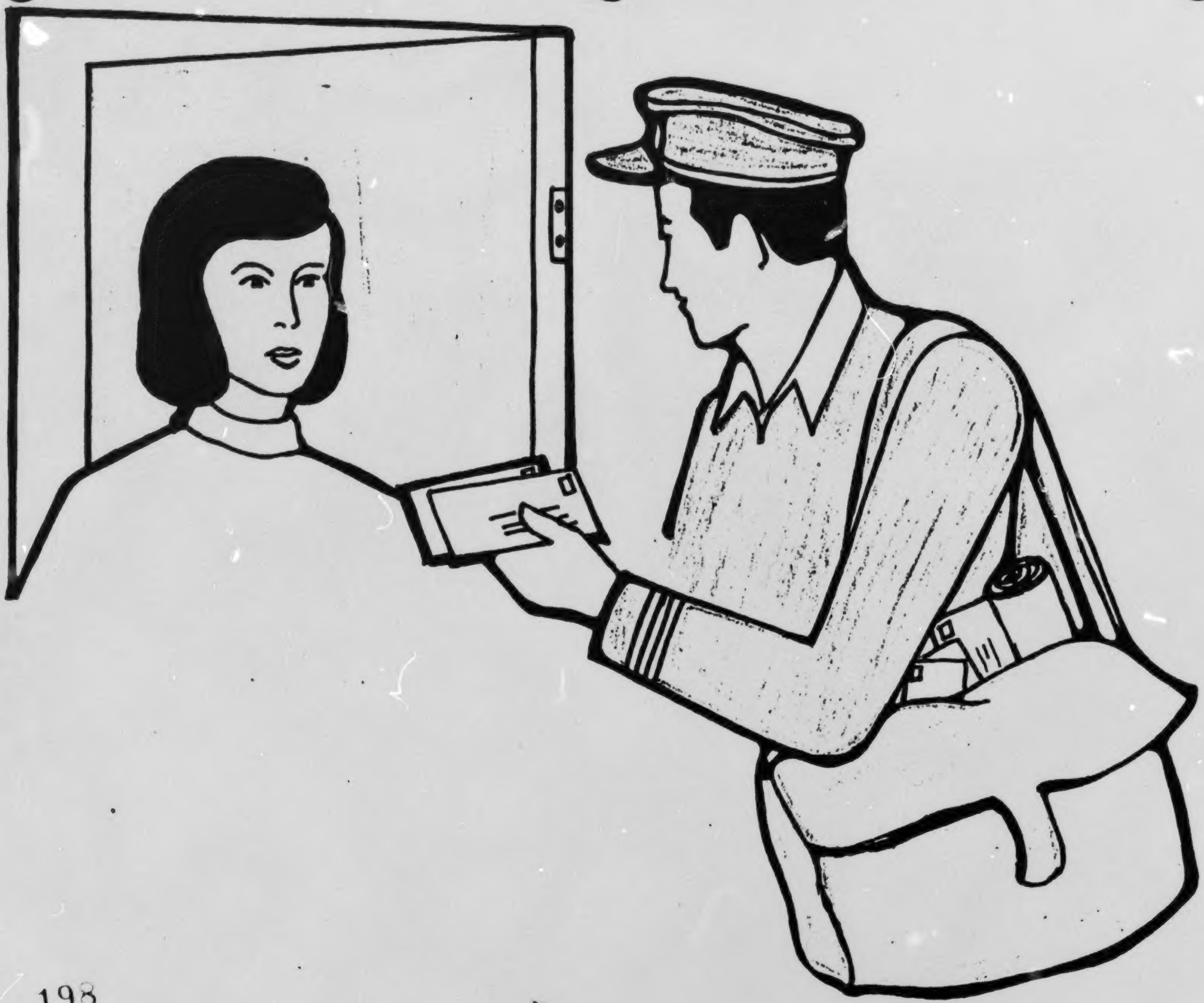
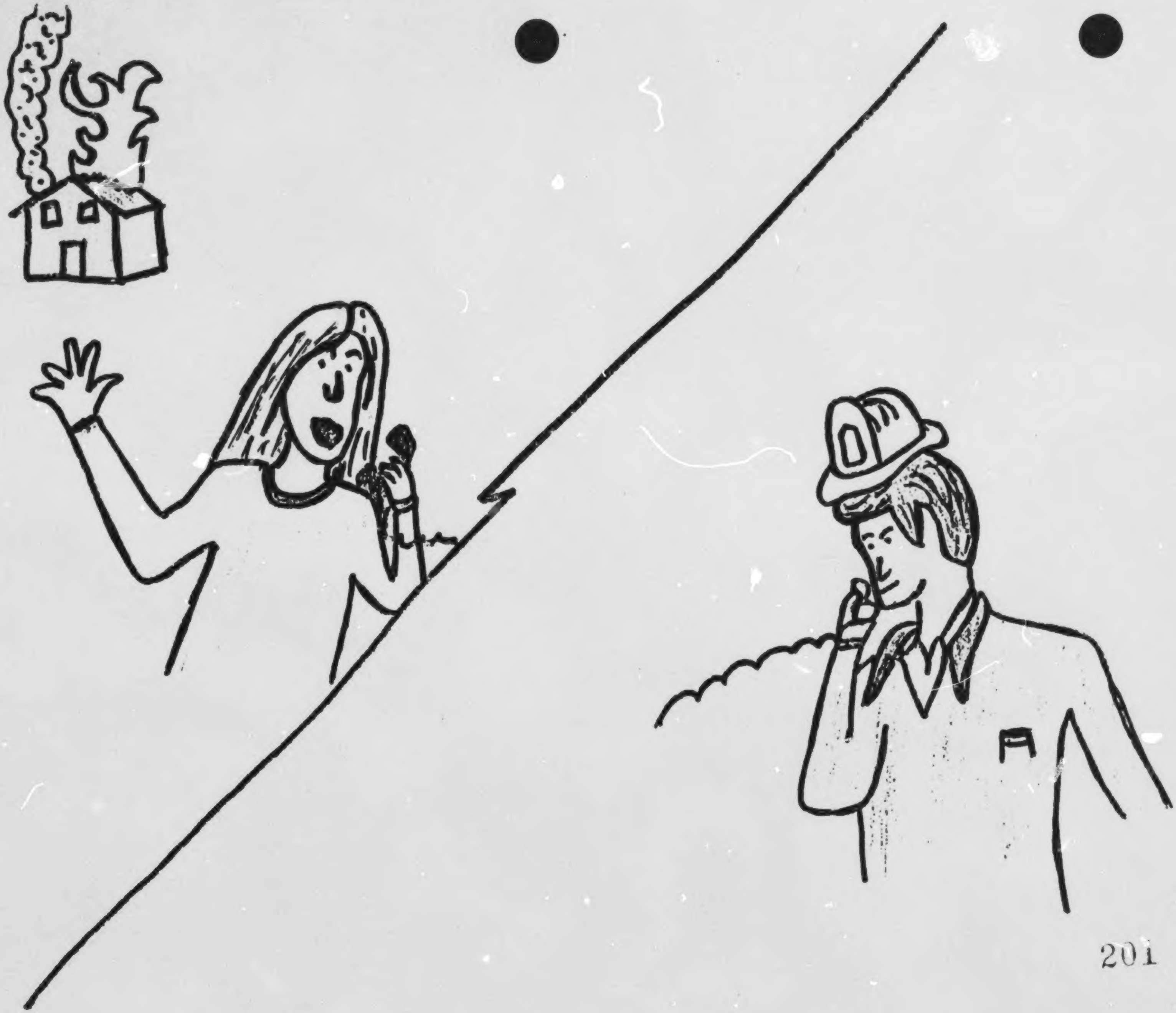


Laundromat
Anti
Department Store
Bank
Federal Building
Barber Shop
Super Shop
Food Store
Pharmacy
Cleaners
Restaurant
POST OFFICE
PARKING




FIRE
DEPT.





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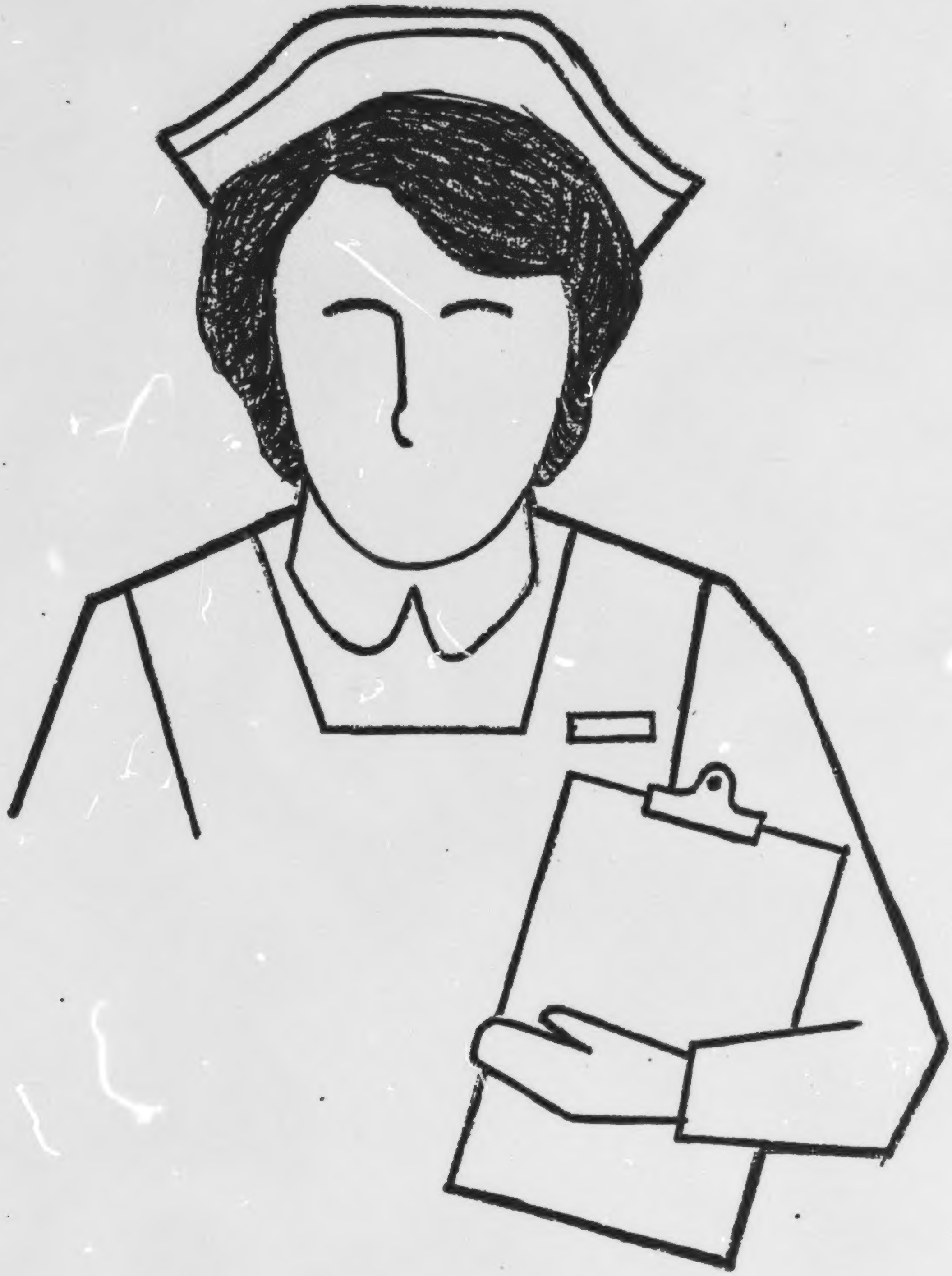
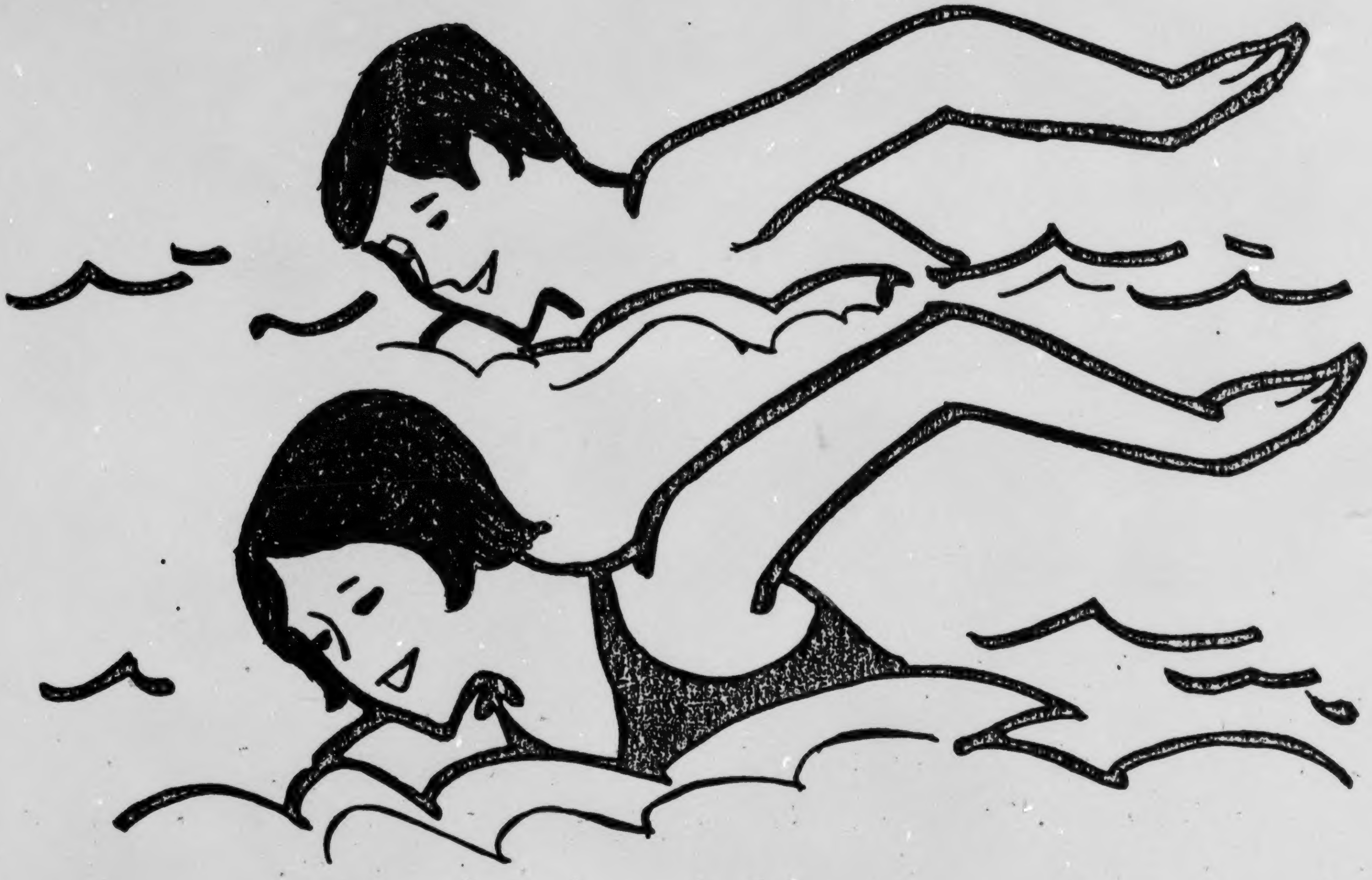
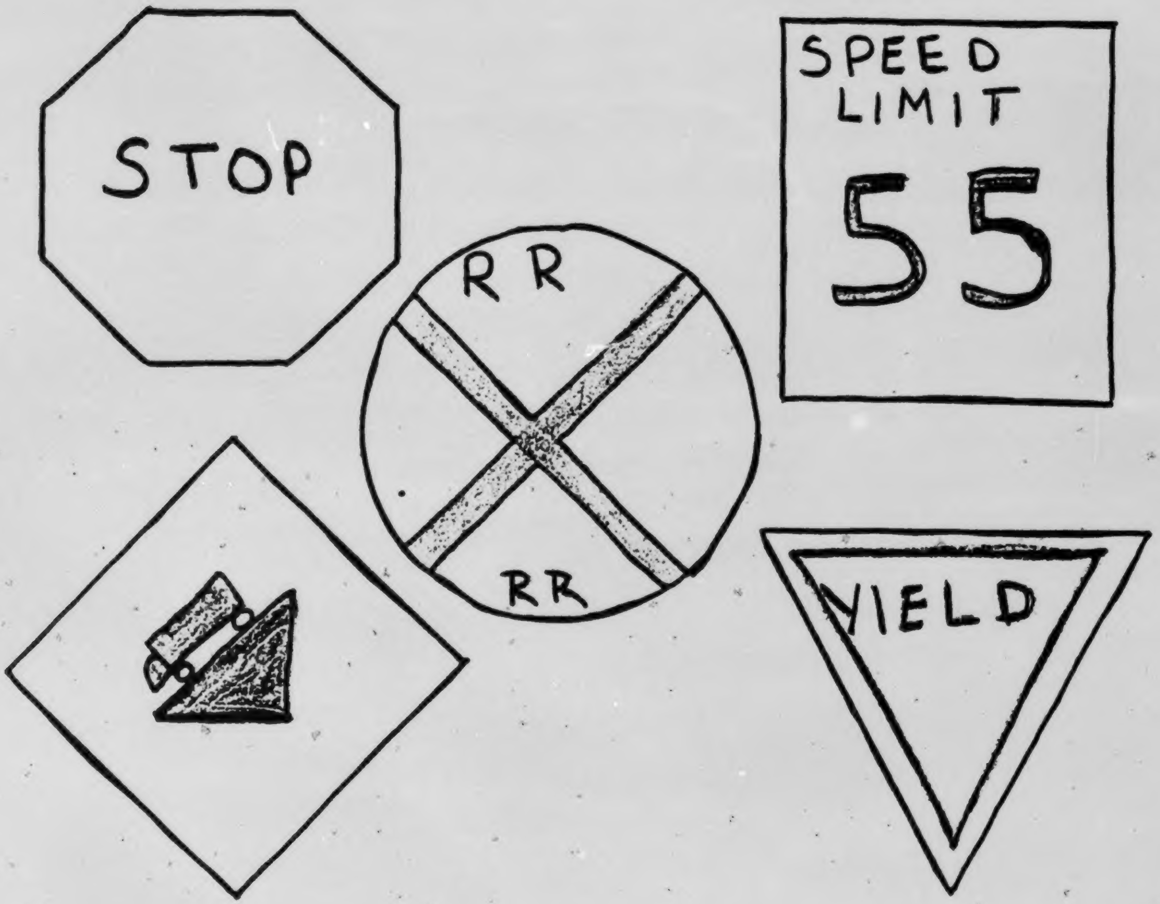
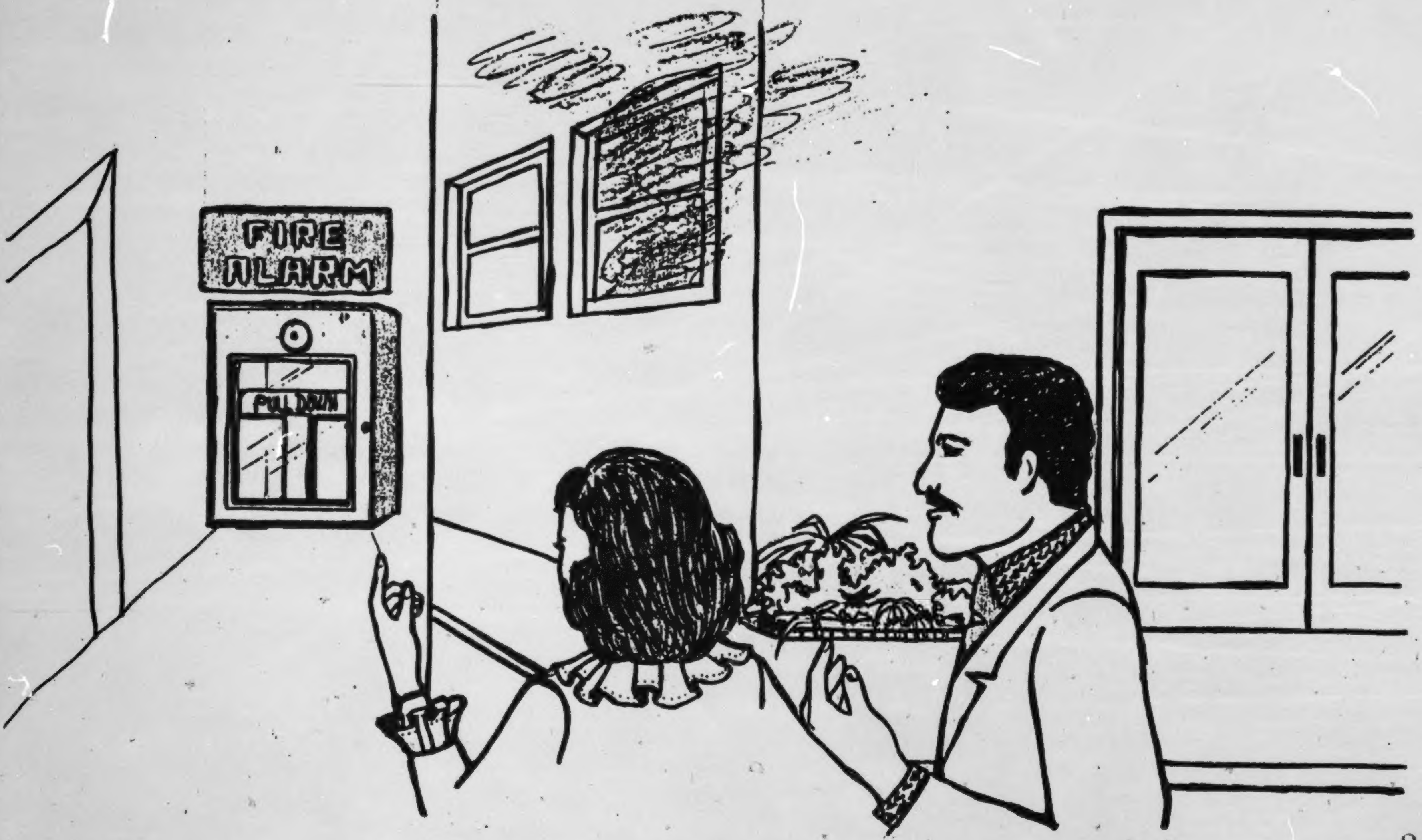
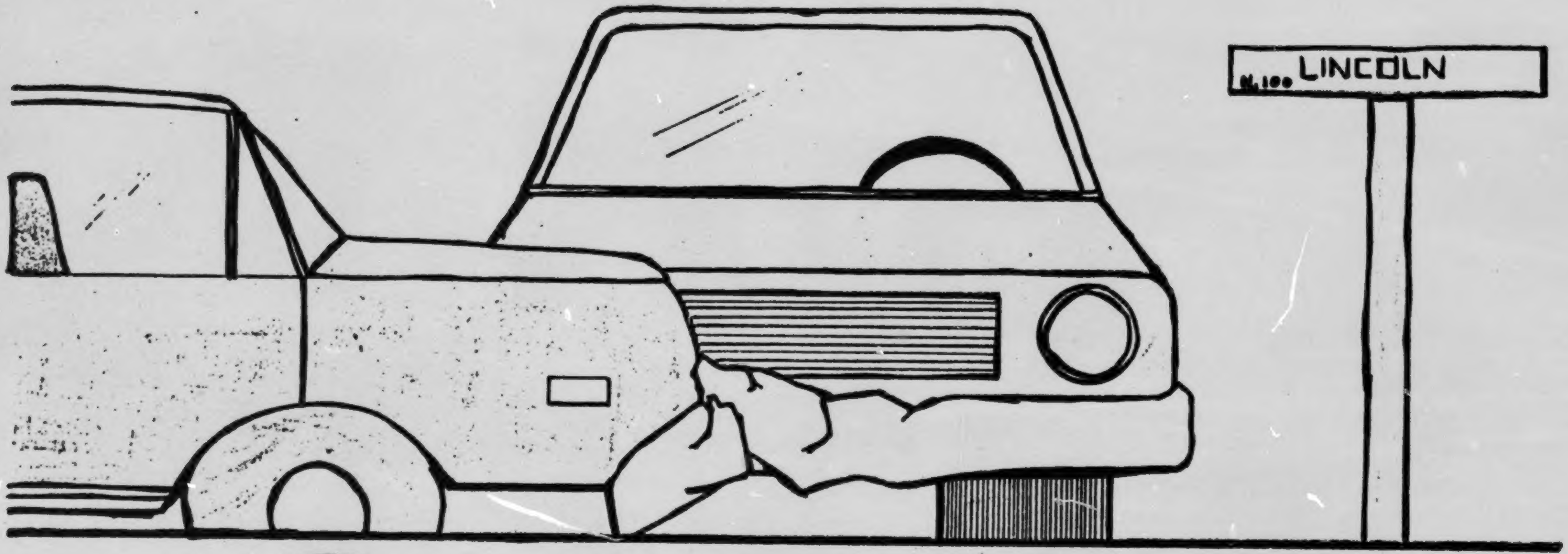


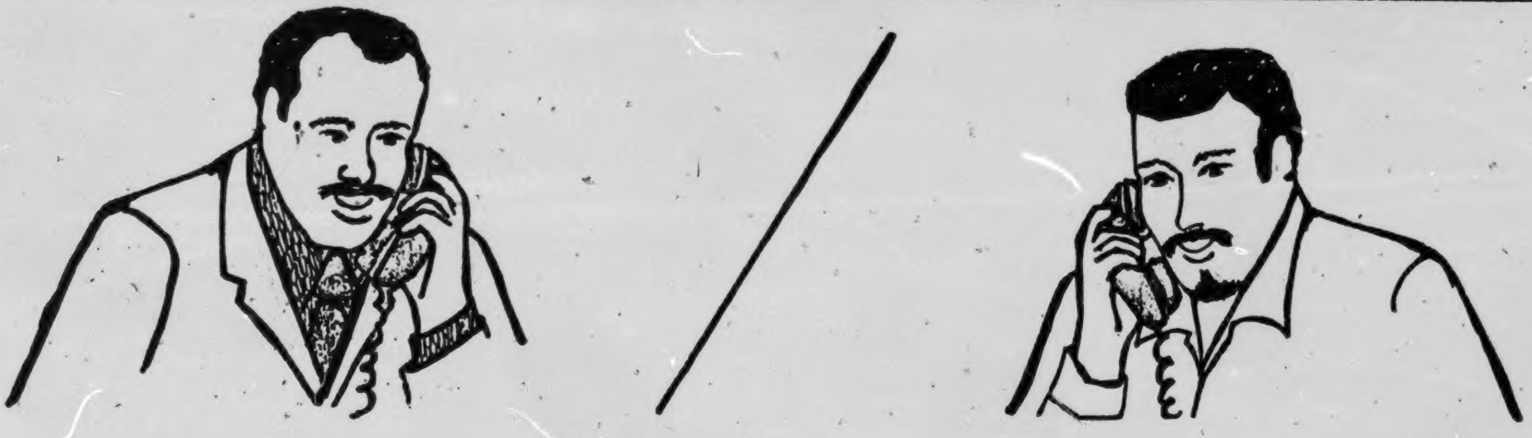


TRAFFIC SIGNS


STOP
RR
RR
SPEED LIMIT
55
YIELD


FIRE ALARM
PULL DOWN


N. 100 LINCOLN



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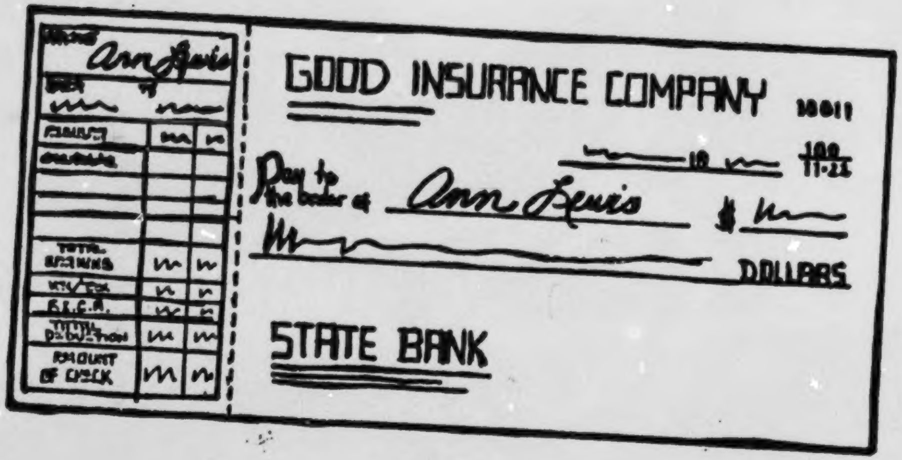
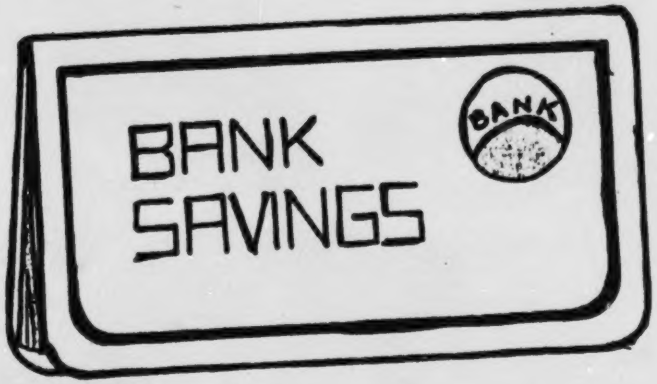
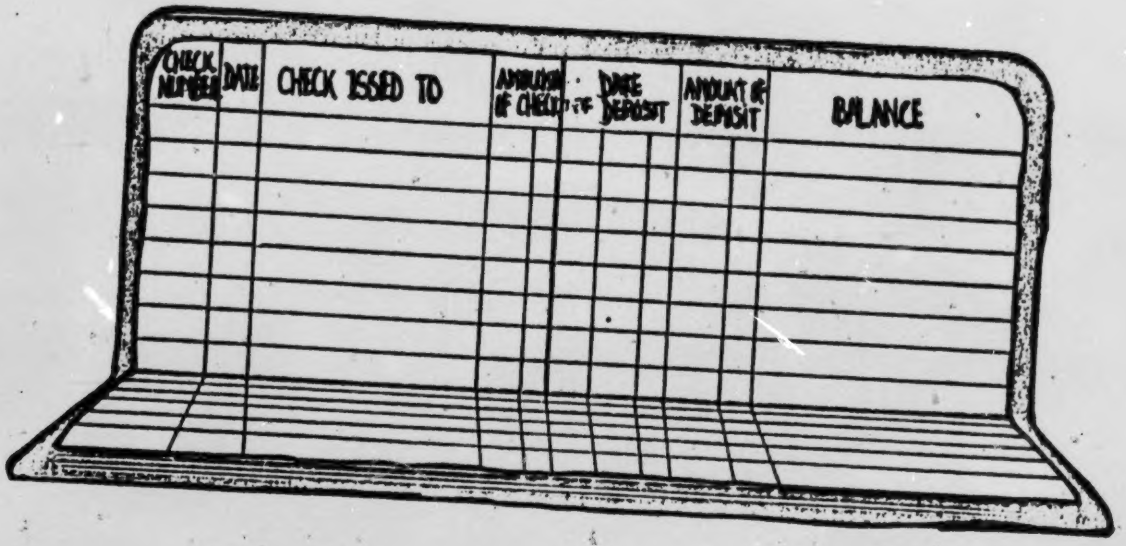
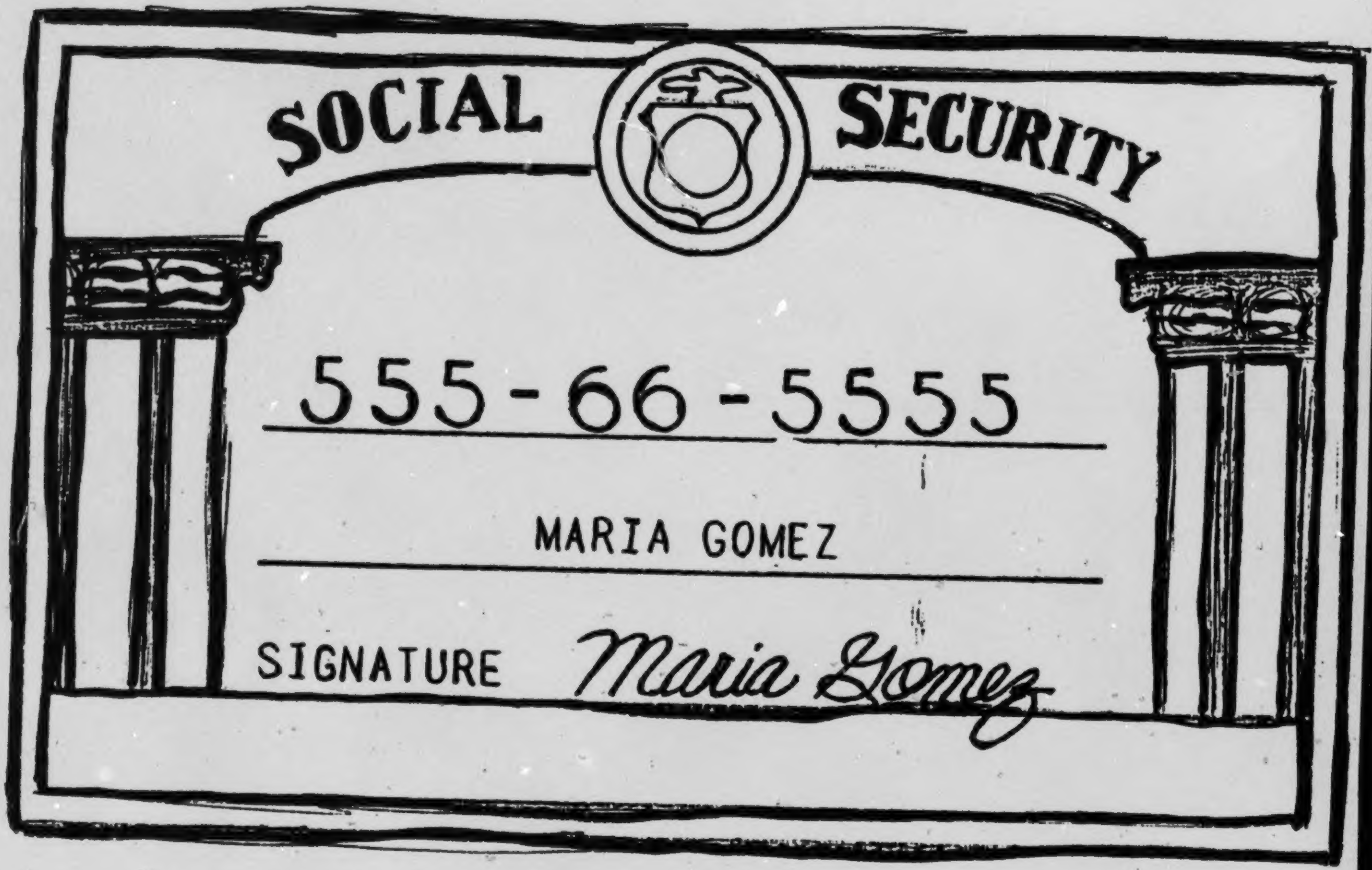

Ann Lewis
TOTAL EARNINGS
F.I.C.A.
TOTAL DEDUCTION
AMOUNT OF CHECK
GOOD INSURANCE COMPANY
10011
19
100
11-22
Pay to the order of
Ann Lewis
$
DOLLARS
STATE BANK


BANK SAVINGS
BANK


CHECK NUMBER
DATE
CHECK ISSED TO
AMOUNT OF CHECK
DATE DEPOSIT
AMOUNT OF DEPOSIT
BALANCE

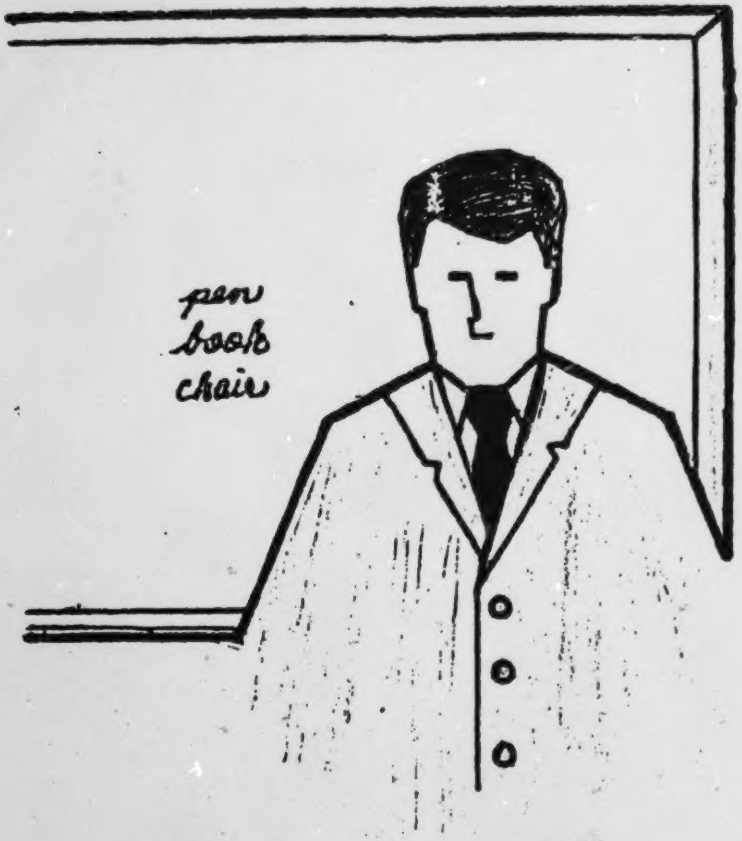


SOCIAL SECURITY

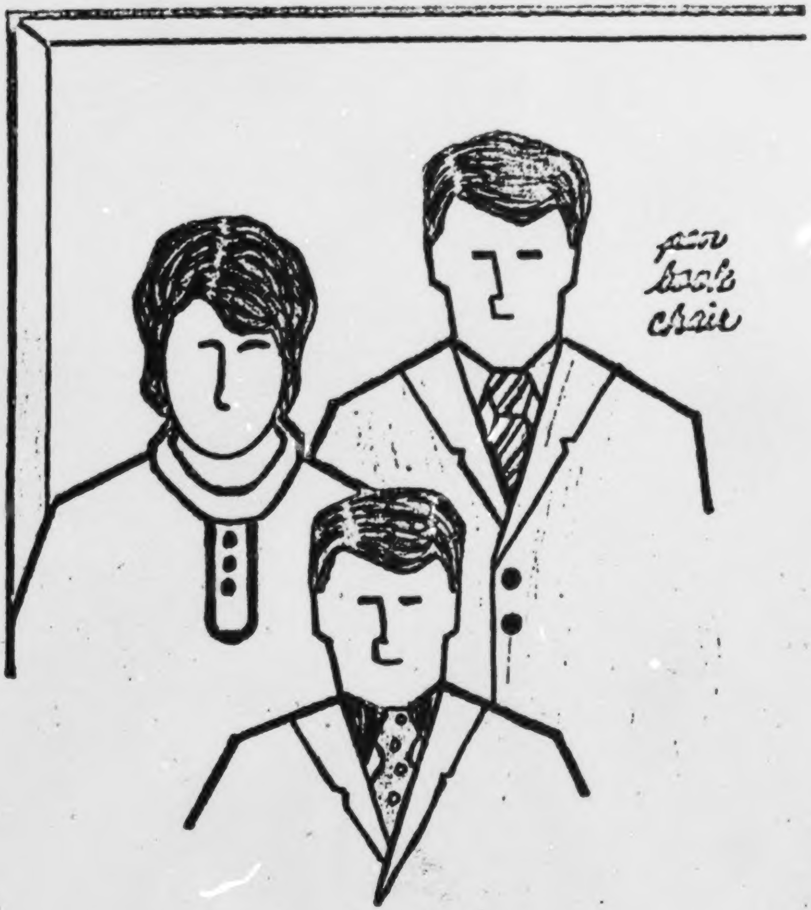
555-66-5555

MARIA GOMEZ

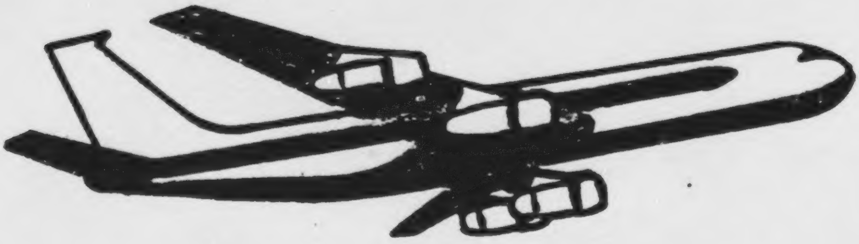
SIGNATURE Maria Gomez

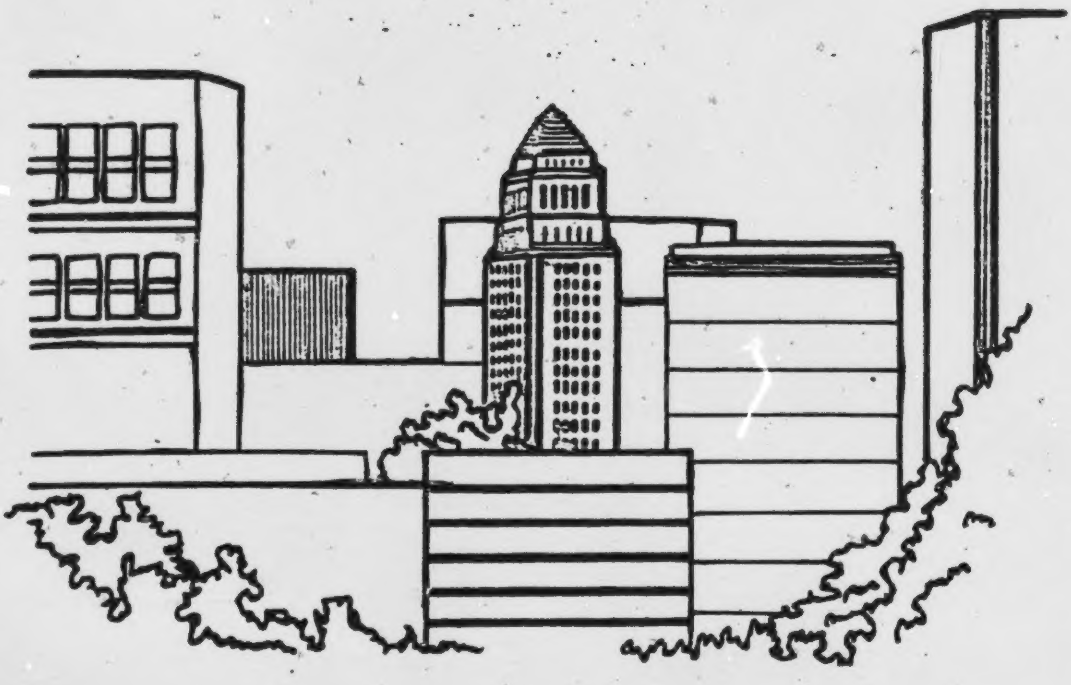

pen
book
chair

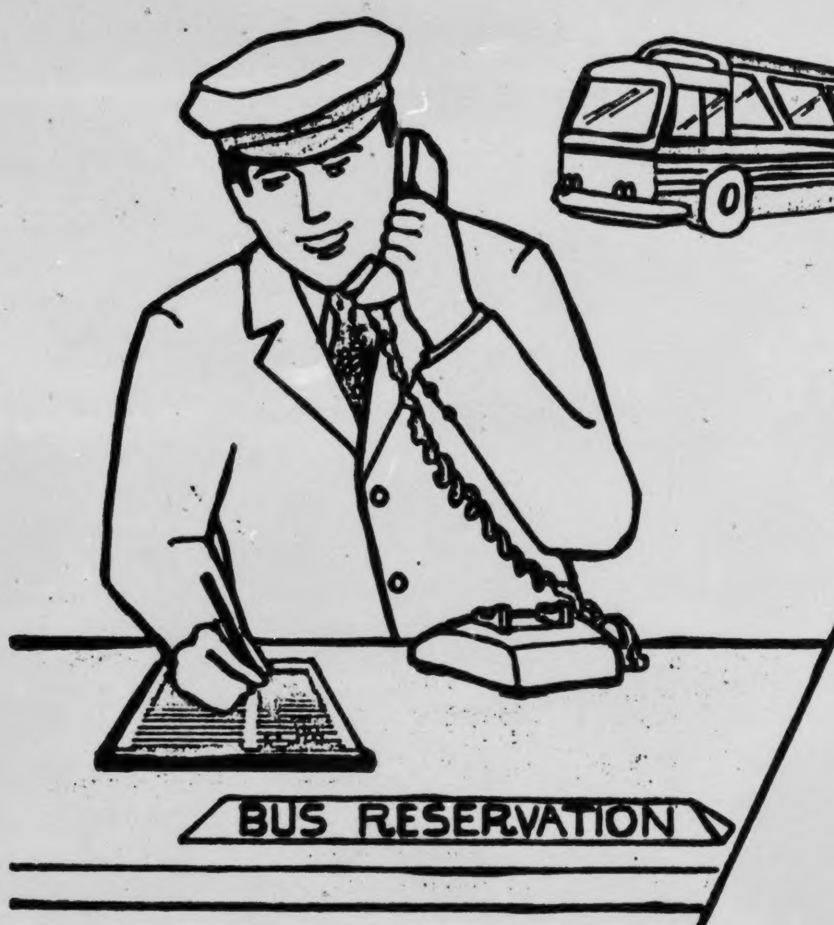
213


pen
book
chair

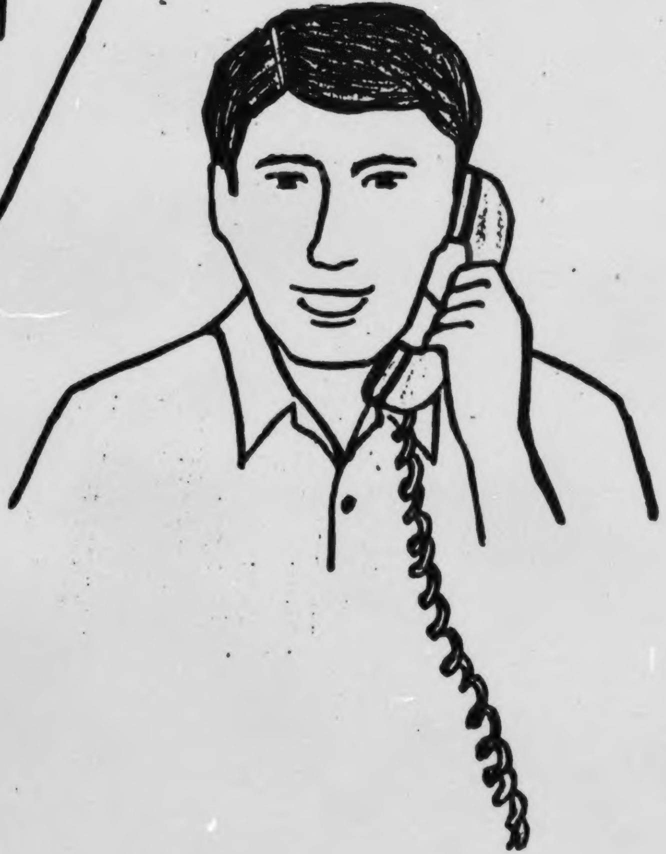
214






BUS RESERVATION

216



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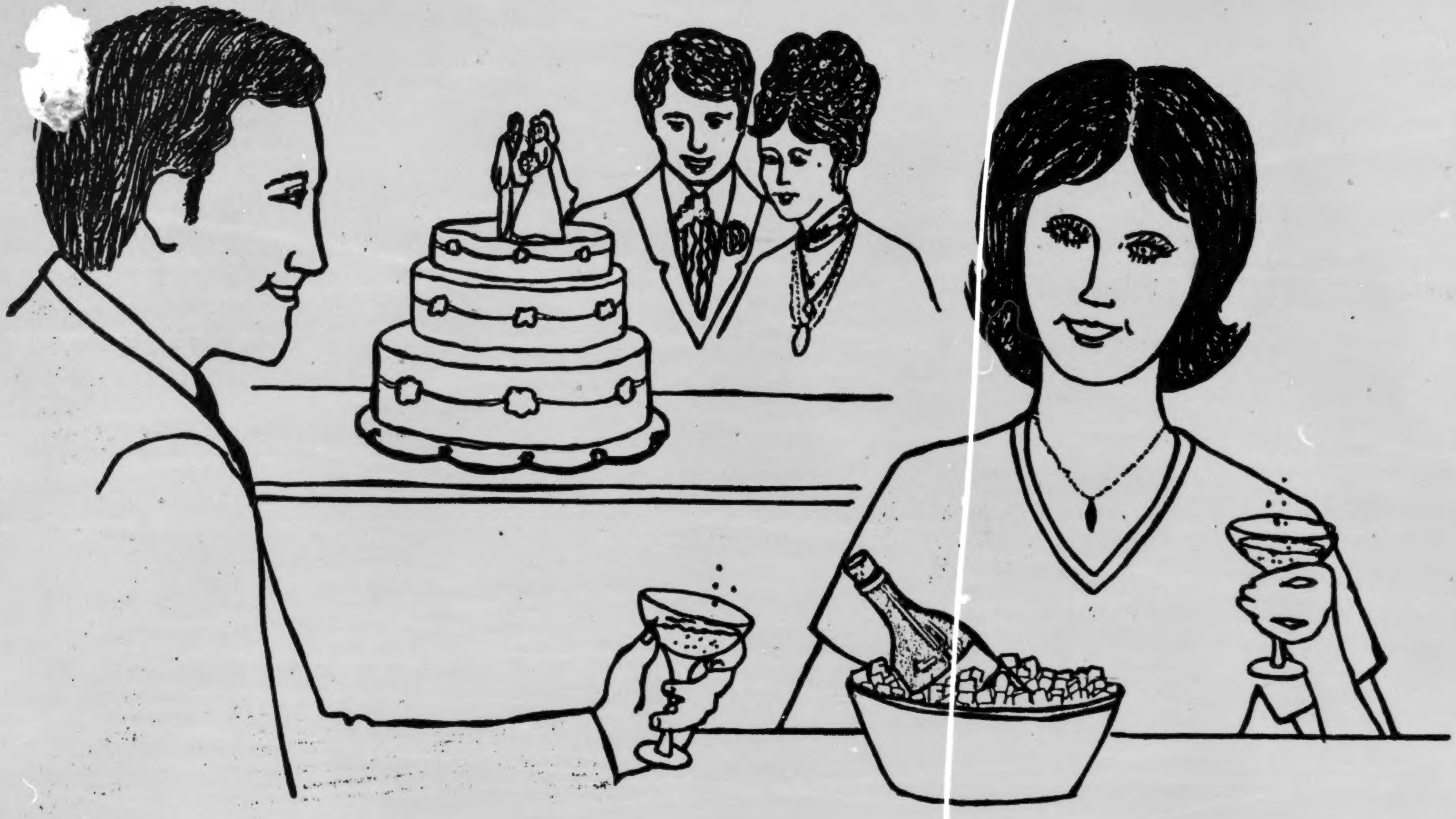
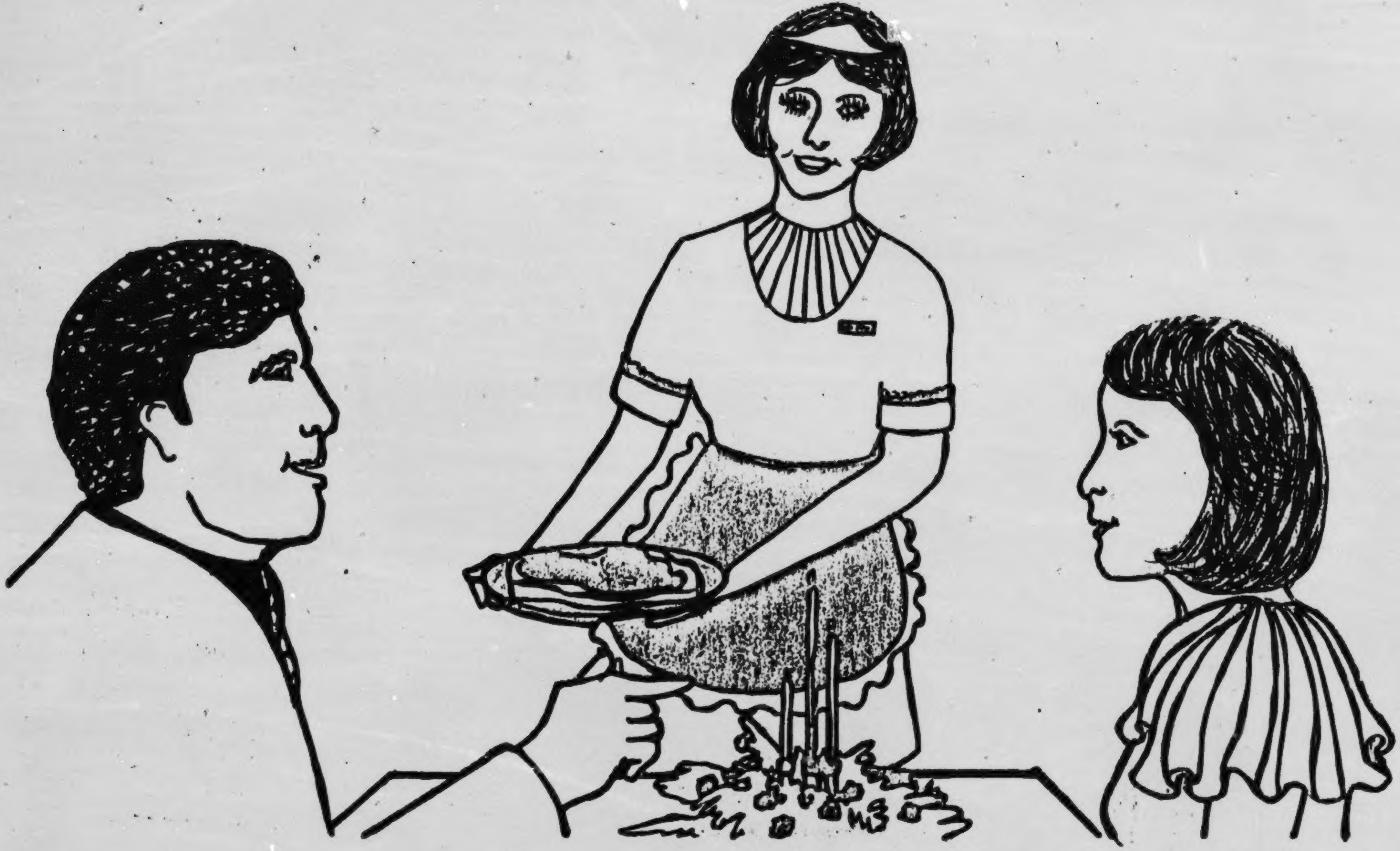
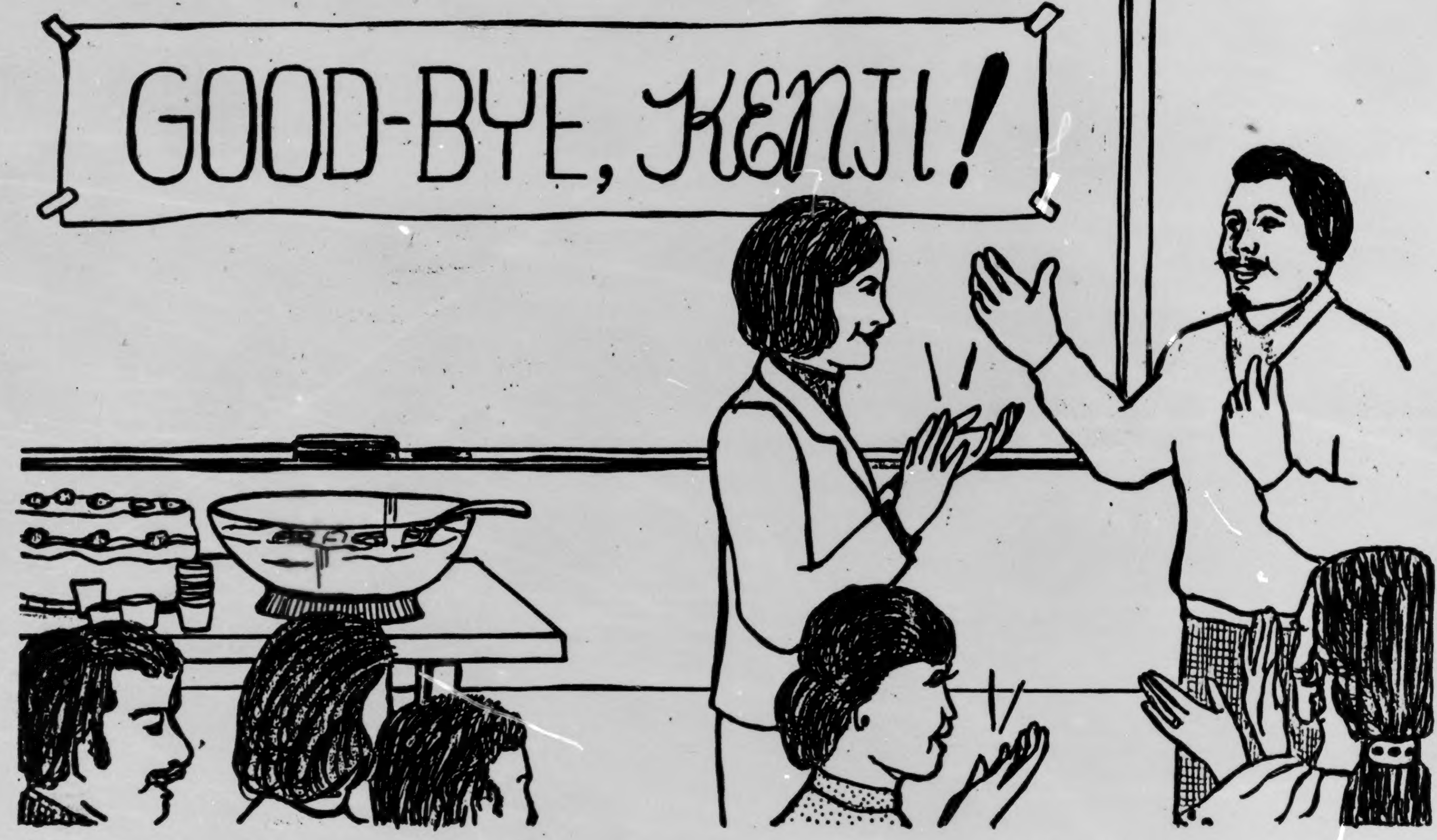
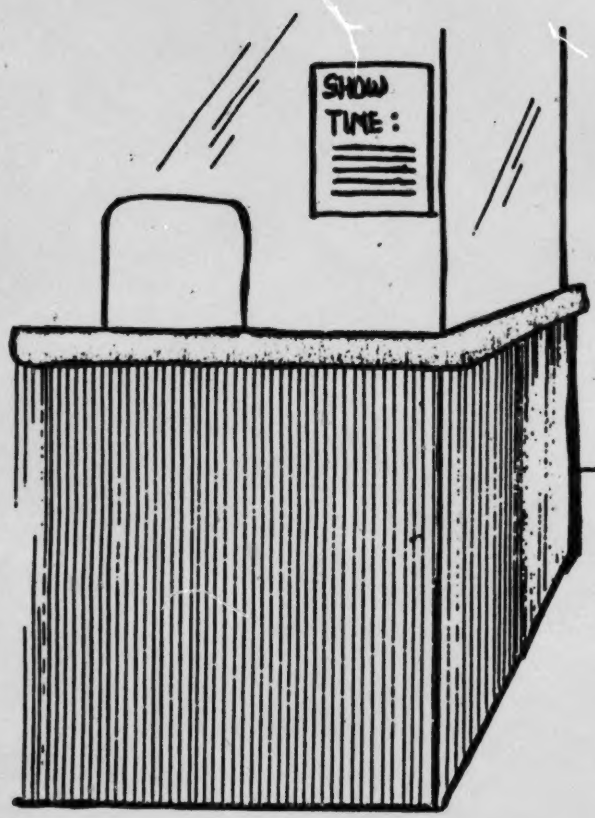
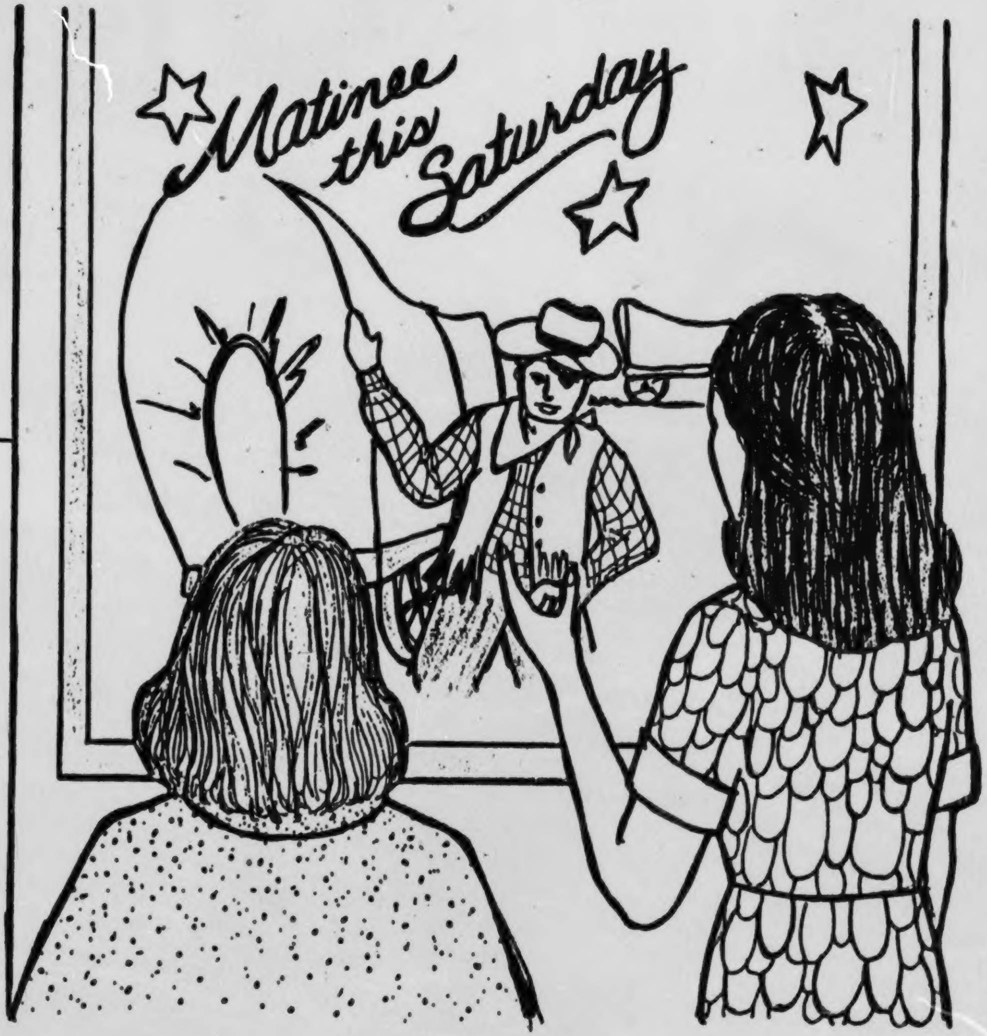
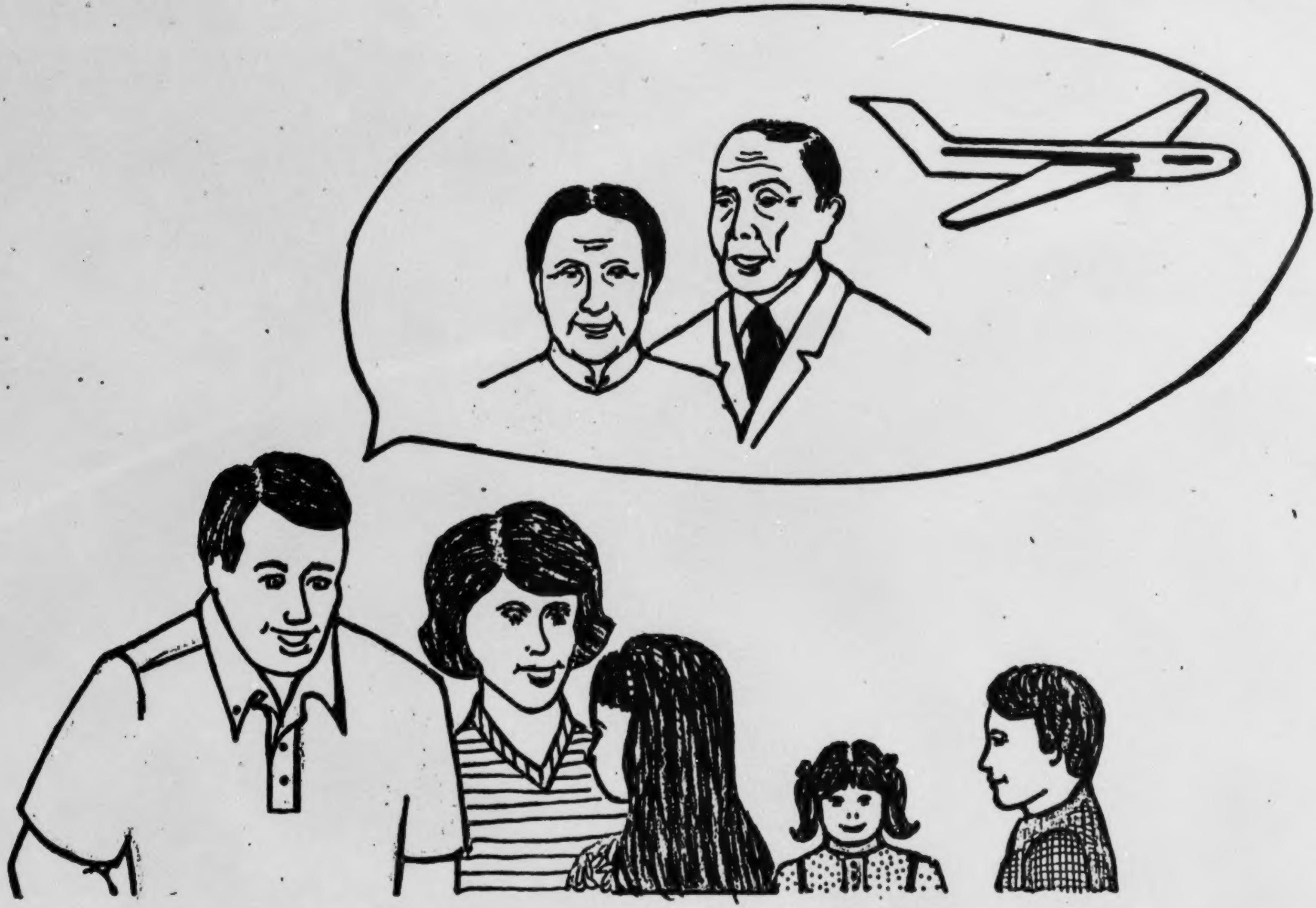


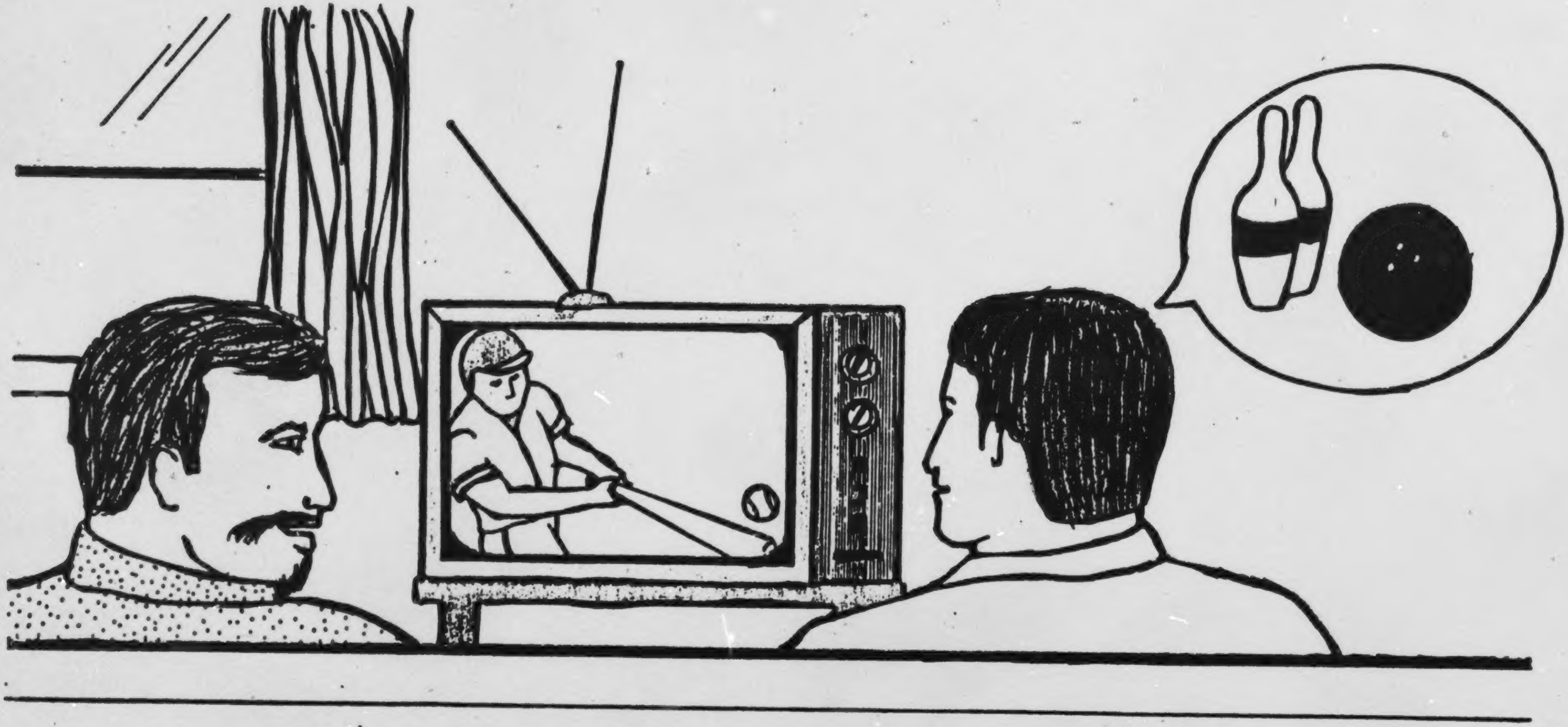



GOOD-BYE, KENJI!


SHOW TIME :


Matinee this Saturday





JOBS UNIT

Introduction

The world of work is a complex subject which deals with a basic role that comes into play in the life of every individual. Each individual's livelihood depends on someone in the family working.

The primary objective of this unit is to develop the learner's English language skills in the context of employment - i.e. the learner's ability to speak, understand, read and write sufficiently well to be able to fill out job applications, conduct job interviews, and be able to understand instructions from employer/supervisor in order to do the task.

The difficulty that people of limited English speaking ability have in seeking employment is their lack of ability/awareness of where and how to look for jobs due to their limited knowledge of the American system of job announcing.

This unit has proposed activities to develop the skills necessary to obtain employment and keep employment. Among these activities are the use of dialogues, use of situation setting flannel board/picture groups, writing exercises, and outside speakers.

Getting your Act Together

1. Read this unit carefully and gather whatever local information you need to personalize it for your area.
2. For the pre-test, arrange to bring in newspapers, teletrainers or set up a situation where your students can call someone to inquire about jobs (perhaps a friend of yours, another teacher, an actual employer, etc., if calling the actual job site is not feasible).
3. Locate and bring in application forms from various businesses in your area for students to practice filling out.
4. Both beginning and intermediate sections are organized along the following format.
    a. Why do you (or does someone) look for a job? This includes personal values, goal setting, etc.
    b. Where do you (or does someone) go to look for a job? This includes advertising, traditional placement agencies, local employers, and friends' networking.

   c. How do you (or does someone) obtain a job? This includes assessing one's skills, making applications, writing resumes, etc.
   d. How do you (or does someone) keep a job? This includes work attitudes , employer expectations, etc.

5. The dialogues in this unit are arranged in sequenced sets for students to explore and examine different resources and options open to them. They provide excellent opportunities for discussion and further exploration of resources and options.
6. The general sequence of this unit has been arranged so that the student builds work knowledge, analyzes personal attributes, and then applies the knowledge and these personal attributes in realistic situations. Consequently, we feel it is more powerful and cohesive to follow a sequence through, than to just pull isolated exercises for your students. However, please feel free to alter, adapt or supplement where you feel it is appropriate for your students.

Planning the Outcomes

Objectives

Beginning Level

1. The student will become familiar with vocabulary words dealing with different jobs and job titles.
2. The student will recognize the reasons why he/she is looking for work.
3. The student will be able to identify places to look for a job.
4. The student will list attributes of a good employee.
5. The student will fill out basic application forms and carry out short job interviews.

Intermediate Level

1. The student will become familiar with vocabulary dealing with the world of work.
2. The student will take a self inventory about his/her job potential.
3. The student will set goals and objectives for self.
4. The student will conduct oral discussions on the meaning of work.
5. The student will identify sources of information which may lead to employment (radio, want ads, etc.)
6. The student will fill out job applications and prepare for job interview.
7. The student will recognize and identify his/her own attributes and skills which may lead to employment.

Finding Out What Your Students Already Know

Pre-Post Test

Beginning

Bring in newspapers for questions 2 and 8; teletrainer or telephone for question 3.

1. List 10 kinds of jobs people do.

2. Find the want ad section of this newspaper and find the job listings.

3. Call one job listing you found and ask about the job.

4. Which of these are occupations (jobs)?

_____ carpenter
_____ camper
_____ ant
_____ artist
_____ teacher
_____ farmer
_____ tents
_____ store
_____ secretary
_____ water
_____ waiter
_____ fall
_____ coke
_____ cook
_____ machine
_____ mechanic
_____ hunter
_____ knife

5. Fill out the attached application form.

Intermediate Level

6. Read these jobs out loud. Tell what each person does on this job.

Carpenter
Waitress
Maid
Babysitter
Secretary
Typist
Truck Driver
Salesman
Teacher
Nurse

7. Where can you look for jobs?

8. Find a listing for a job or identify an employer, call them and ask the following questions:
   - a. What are the duties of ________ job?
   - b. What are the qualifications for the job?
   - c. Who can I see to apply for the job?
   - d. When can I make an appointment?
   - e. Where is this office?

9. Fill out the attached application form.

10. Write a short resume.

JOB APPLICATION - FORM 1

Name ______________________________

Address ______________________________

____

Telephone ______________

Social Security Number ______________

Spouse's Social Security Number ______________

EDUCATION

Grammar School ______________________________

High School ______________________________

Trade or Business School ______________________________

Special Skills ______________________________

____

PREVIOUS JOBS (list latest job first)

1. ______________________________

from ______________ to ______________

2. ______________________________

from ______________ to ______________

3. ______________________________

from ______________ to ______________

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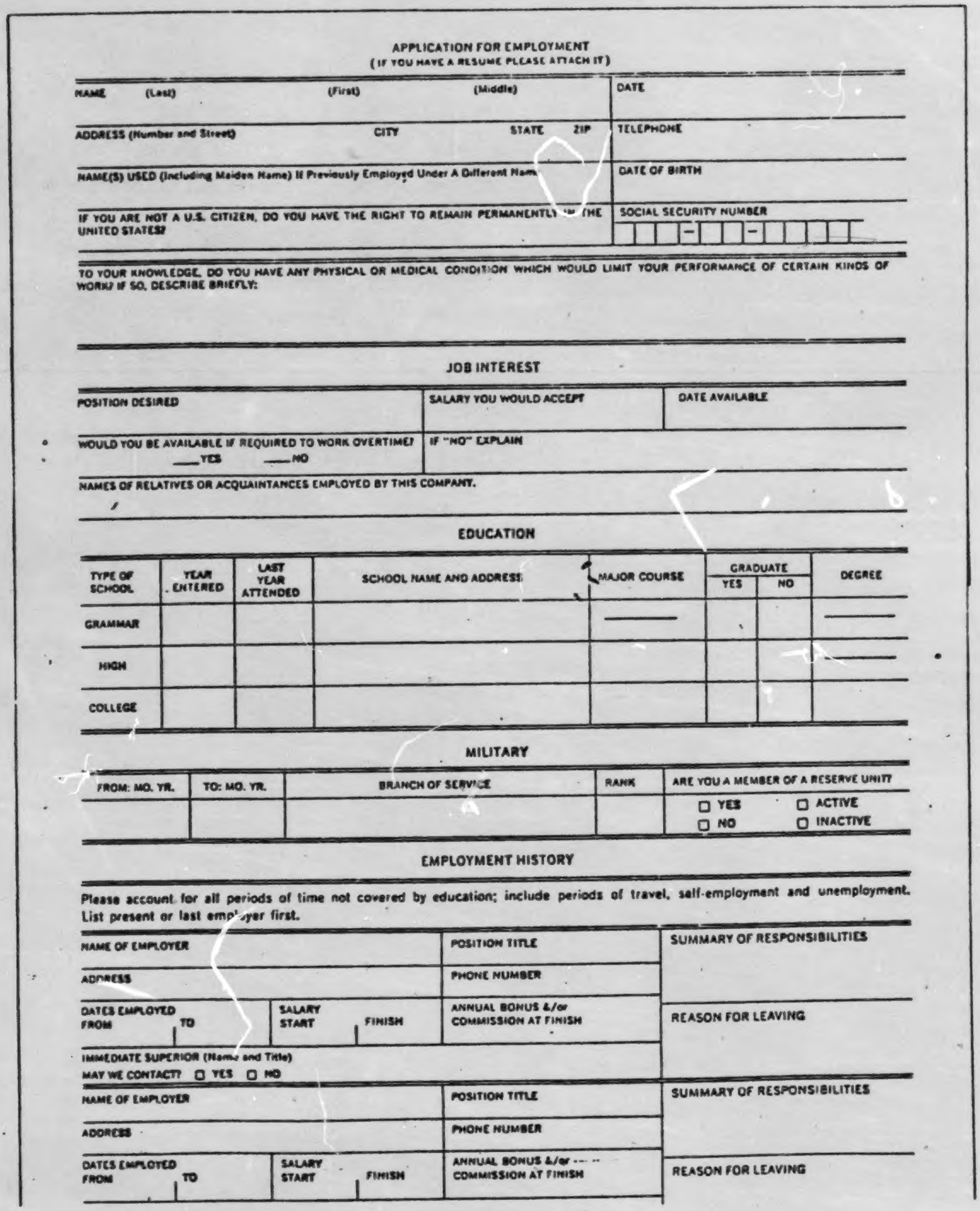
JOB APPLICATION - FORM 2



APPLICATION FOR EMPLOYMENT

(IF YOU HAVE A RESUME PLEASE ATTACH IT)

NAME (Last) (First) (Middle)

DATE

ADDRESS (Number and Street) CITY STATE ZIP

TELEPHONE

NAME(S) USED (Including Maiden Name) If Previously Employed Under A Different Name

DATE OF BIRTH

IF YOU ARE NOT A U.S. CITIZEN, DO YOU HAVE THE RIGHT TO REMAIN PERMANENTLY IN THE UNITED STATES?

SOCIAL SECURITY NUMBER ☐☐☐-☐☐-☐☐☐☐

TO YOUR KNOWLEDGE, DO YOU HAVE ANY PHYSICAL OR MEDICAL CONDITION WHICH WOULD LIMIT YOUR PERFORMANCE OF CERTAIN KINDS OF WORK? IF SO, DESCRIBE BRIEFLY:

JOB INTEREST

POSITION DESIRED

SALARY YOU WOULD ACCEPT

DATE AVAILABLE

WOULD YOU BE AVAILABLE IF REQUIRED TO WORK OVERTIME? ___YES ___NO

IF "NO" EXPLAIN

NAMES OF RELATIVES OR ACQUAINTANCES EMPLOYED BY THIS COMPANY.

EDUCATION

TYPE OF SCHOOL	YEAR ENTERED	LAST YEAR ATTENDED	SCHOOL NAME AND ADDRESS	MAJOR COURSE	GRADUATE		DEGREE
					YES	NO	
GRAMMAR							
HIGH							
COLLEGE							

MILITARY

FROM: MO. YR.	TO: MO. YR.	BRANCH OF SERVICE	RANK	ARE YOU A MEMBER OF A RESERVE UNIT?
				☐ YES ☐ ACTIVE ☐ NO ☐ INACTIVE

EMPLOYMENT HISTORY

Please account for all periods of time not covered by education; include periods of travel, self-employment and unemployment. List present or last employer first.

NAME OF EMPLOYER

POSITION TITLE

SUMMARY OF RESPONSIBILITIES

ADDRESS

PHONE NUMBER

DATES EMPLOYED FROM TO

SALARY START FINISH

ANNUAL BONUS &/or COMMISSION AT FINISH

REASON FOR LEAVING

IMMEDIATE SUPERIOR (Name and Title)

MAY WE CONTACT? ☐ YES ☐ NO

NAME OF EMPLOYER

POSITION TITLE

SUMMARY OF RESPONSIBILITIES

ADDRESS

PHONE NUMBER

DATES EMPLOYED FROM TO

SALARY START FINISH

ANNUAL BONUS &/or COMMISSION AT FINISH

REASON FOR LEAVING

Pre and Post Test

Checklist

I. Beginning Level

YES NO

______ ______ 1. Student can name 10 occupations

______ ______ 2. Student can look for a job in the "Want Ads".

______ ______ 3. Student can choose the correct word that is an occupation provided in activities.

______ ______ 4. Student can call on the telephone to inquire about any jobs available.

______ ______ 5. Student can fill out Application Form 1.

II. Intermediate Level

______ ______ 6. Student can pronounce and know the meaning of 10 occupations provided in activities list.

______ ______ 7. Student can identify different sources of information where he can look for jobs.

______ ______ 8. Student can call on the telephone to inquire about a specific job and ask about qualifications required, where, when and who to contact for the job.

______ ______ 9. Student can fill out Application Form 2.

______ ______ 10. Student can prepare short resume.

Planning Your Instructional Strategies

ACTIVITIES

Beginning Level

1. Have student practice pronouncing the job titles by repeating them. Be sure they understand the meaning.
2. Follow the instructions given in specific activities.
3. Have students read and make sure they understand the dialogues.
4. Have students learn vocabulary necessary to fill out job application.
5. Have students develop dialogue situations using flannel board.
6. Have students role-play mock interviews
7. Have a spelling bee dealing with work related vocabulary.
8. Have students relate their own experiences in applying for jobs - did they encounter prejudices, success helpfulness, insensitivity, etc.
9. Have students discuss the importance of keeping the job. Use the examples given for developing understanding.

Intermediate Level

1. Learn vocabulary dealing with the world of work. This includes jobs, and job related vocabulary.
2. Have students write or give orally a self-evaluation about his/her good points, past experiences, education, personal attributes, etc. (Talking into a tape recorder can be useful here.)
3. After students develop short-term and long-term goals, have them tell the class what their plan of action is going to be.
4. Have students bring in want ads and discuss the different jobs that appear in the newspaper that day - what kinds of experience, skills or training is needed. Where to apply and how much the jobs pay.
5. Have students write a letter of application. Perhaps this could be a joint class effort.
6. Have students write a resume following the sample provided.
7. Have students conduct mock job interviews where some are the applicants and others are the interviewers.
8. Have students learn vocabulary necessary to fill out job applications and help them fill one out.
9. Have them read the dialogues and discuss them.
10. Have the students create their own dialogue situations using the flannel boards.

Sequential Progression

Vocabulary immediate

Trades

Building trades
- carpenter
- electrician
- welder
- drywall installer
- plumber
- plasterer
- finisher
- roofer
- painter

Auto Mechanic
- diesel
- engine
- transmission
- front-end

Truck driver
Waiter/Waitress
Taxi Driver
Cook
Secretary
Janitor

Professions

Doctor
Lawyer
Counselor
Teacher
Accountant
Administrator
Engineer
Salesman
Scientist
Artist

Application/Short-term

Information needed:

1. Specific things people do in any trade or profession
2. Licensing
3. Insurance
4. Education/training needed and where to obtain it.
5. Where to look for specific job.
6. How to look for a job.

Implication/Long-term

1. How does the job affect your life?

hours

kind of clothing worn

fringe benefits

physical requirements

mobility

buying power

pressures and stress

pleasure

leisure time

Sequential Progression

Vocabulary immediate

Doctor - Profession

Kinds of doctors

- Gynecologist
- Obstetrician
- Oncologist
- Internist
- Urologist
- General Practitioner
- Family Practitioner
- Pediatrician
- Surgeon
- Neurologist
- Orthopedist

Parts of Body (general)

- Head
- neck
- arms
- chest
- abdomen
- hips
- legs

Instruments Used

- stethoscope
- thermometer
- sphygmomanometer (blood pressure gauge)

Names of diseases

- chicken pox
- measles
- mumps
- cancer

Application/Short-term

Information needed:

1. Education and where to get it.
2. Licensing
3. Where to work
    - hospital
    - private office
    - clinics

Implication/Long-term

1. Would I be happy around sick people?
2. Do I have the aptitude for this kind of work?
3. Can I tolerate the sight of mangled bodies?
4. Prestige and money
5. Satisfaction and pride in being able to cure people.
6. Do I have the compassion for people's ills and am I able to look beyond the money?
7. Am I willing to relocate and go where I am really needed?

Sequential Progression

Vocabulary immediate

Carpenter - a trade

Names of Tools

- hammer
- steel tape ruler
- level
- plane
- saw
- file
- sander
- drill
- lathe

Types of Carpenters

- cabinetmaker
- finisher
- framer

Building Materials

- lumber
- cement
- building blocks
- nails
- screws
- molding

Unions

- apprentice
- journeyman

Licensing

Math terms - measures

Application/Short-term

Information

1. Licensing
2. Unions
3. Where to get training
4. Types of insurance needed and where to get it.
5. Supply sources (comparative shopping)

Implication/Long-term

1. Would this be a good job for me and would I be happy doing it?
2. Do I have the aptitude and do I have the capabilities to do this job?
3. Would it provide the income I need to support my family?
4. Would I relocate to follow construction work?

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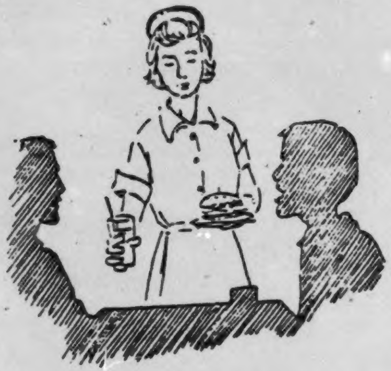
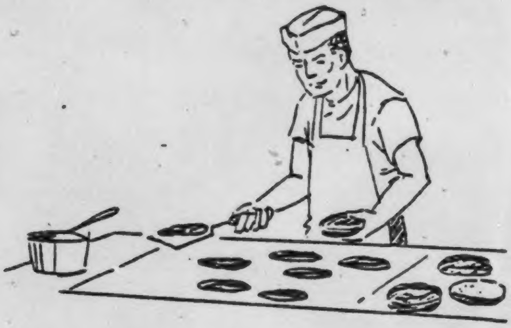
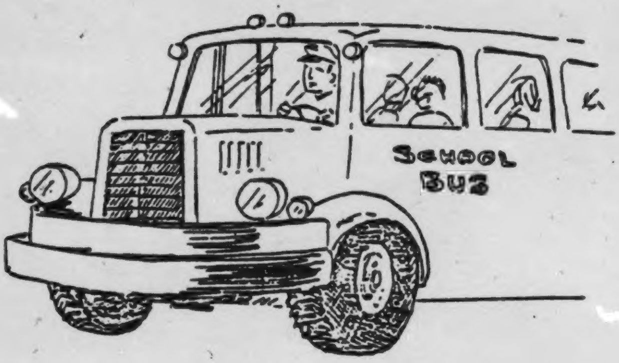
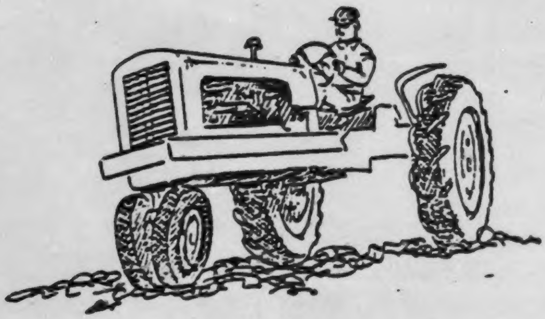
Building the Vocabulary and Concepts

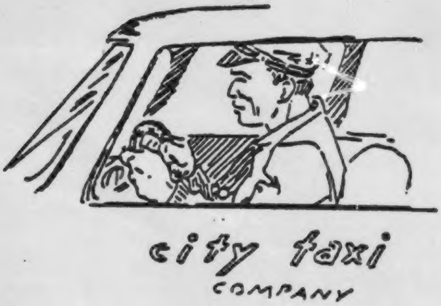
Instructions: Name the kind of job each person is doing in the picture.










city taxi
COMPANY

PLANNING FOR A JOB

Activities - Beginning Level

Match these occupations, draw a line between the ones that match.

Carpenter	Typist
Waitress	Teacher
Maid	Student
Baby Sitter	Salesman
Secretary	Truck Driver
Typist	Baby Sitter
Truck Driver	Waitress
Salesman	Secretary
Teacher	Carpenter
Student	Maid

Review the alphabet and then alphabetize the following list of words.

Nurse
Doctor
Baby Sitter
Artist
Carpenter
Farmer
Houseworker
Engineer
Janitor
Gardener

Drills to be repeated. Learn the meaning of the different occupations.

JOB TITLES

I was
I worked as

a laborer.
a domestic.
a maid.
a cook.
a gardener.
a box boy.
a bus boy.
a farm worker.

a factory worker.
a construction worker.
a waitress.
a dishwasher.

Drills to be repeated. These are basic qualifications:

I'm good working with
- people.
- cars.
- children.
- animals.
- hand tools.
- my hands.
- older people.

Drills - to be repeated. This will help you set your goals.

I want to be / I don't want to be
- a nurse.
- a nurse's aide.
- a file clerk.
- a sales person.
- a welder.
- a machine operator.
- a T.V. repairman.
- a waitress.
- a mechanic.
- a receptionist.
- a bookkeeper.
- a printer.
- an artist.
- a farmer.
- a janitor.
- a scientist.

Choose the correct word that is an occupation. Underline it.

1. I am a carpenter. / camper.

---

2. He is an ant. / artist.

---

3. We are teachers. / tents.

---

4. You are stores. / secretaries.

---

5. They are waters.
waiters.

6. He is a coke.
cook.

7. He is a machine.
mechanic.

8. He is a hunter.
knife.

9. He is a farmer.
fall.

Putting the Words and Ideas into Action

JOB ORIENTATION

Activities - Beginning Level

Dialogues

1. Situation: Beverly demonstrates need.

Beverly: Beth, I am going to work.
Beth: You are?
Beverly: Yes, I have to.
Beth: Why?
Beverly: I need to. We don't have money to pay all our bills.
Beth: That's a good reason.

2. Situation: Judy demonstrates want.

Judy: I am going to work.
Jan: Why?
Judy: Because I want a new car.
Jan: Do you need it?
Judy: No. We have one that is OK.
Jan: Then why do you want another one?
Judy: I saw one that I like and I just want one.
Jan: I guess that's a good reason.

3. Situation: Georgia demonstrates the need to improve self image.

Georgia: I am going to work.
Johnnie: Why?
Georgia: I want to be more than just a housewife.
Johnnie: Being a housewife is important too.
Georgia: Do you think so?
Johnnie: Yes, I do. You don't need to work.
Georgia: I don't need the money, but I think it is better for me to work.

Johnnie: I still don't understand why.
Georgia: If I work, I can help pay the bills, I can buy things I want. I can meet other people and do interesting things. I think I would feel better.
Johnnie: OK. If you want to work, you can.

4. Situation: Sally demonstrates her "value" system.

Sally: I went to work.
Zelda: Where?
Sally: At the L'eggs factory.
Zelda: Do you like it?
Sally: Most of the time. Sometimes I don't like the way some girls cheat.
Zelda: What do you mean?
Sally: They steal some stockings. Also some girls come in late and have someone else punch the clock for them. That's cheating.
Zelda: What are you going to do about it?
Sally: I will tell my supervisor.

WHY I WANT TO LEARN ENGLISH

Actual Conversation - Advanced Beginner

Teacher: Pedro, why do you want to learn English?
Pedro: I want a better job.
Teacher: How long have you been studying?
Pedro: A year, Teacher.
Teacher: You are speaking very well.
Pedro: I am going to look for a better job soon. I know all about large farm machinery.
Teacher: Good Pedro - We wish you good luck.

Explain - We wish you good luck - Use another expression to explain.
We hope you get another job - etc.

Teacher: Lorenzo, what kind of work do you do?
Lorenzo: I am a cook.
Teacher: Where do you work, Lorenzo?
Lorenzo: I work at the Truck Stop Restaurant.
Teacher: Are there any other cooks, Lorenzo?
Lorenzo: Yes, we are very busy at the restaurant.

PLANNING FOR A JOB

Activities - Beginning Level

Read the following story to the class for listening comprehensive.

The Gutierrez Family

Alberto and Juana Gutierrez are from Jalisco, Mexico. They came to the United States last year. They have three children - 8, 10, and 12 years old.

Alberto was an accountant in his country. He is an assistant bookkeeper in this country. Alberto goes to an English class at night. He wants to learn English. He wants to be an accountant again.

LEARN THE DIFFERENT TYPES OF JOBS

Full-time - He works eight hours a day, forty hours a week. He has a full-time job.

Part-time - He works four hours a day. He has a part-time job.

Permanent - She works all year. She has a permanent job.

Temporary - She works in the summer. She has a temporary job.

Dialogues: Different places to look for jobs.

#1

1: Hi Jimmy, how are you?
2: Not so good. I really need a job.
1: What are you doing about it?
2: I don't know where to start.
1: Try the want ads in the paper.
2: That's a good idea.

#2 Ring-ring

1: Hello.
2: Hello, may I speak to Walter?
1: This is Walter.
2: Walter, this is Jerry Jones. How are you?
1: Fine. What's happening?
2: I called to ask a favor of you.
1: Sure. What can I do for you?
2: I'm looking for a job and I wondered if you could speak to your foreman about me.
1: I'll do my best.
2: Thank you very much.

WHERE TO LOOK FOR A JOB

NOTE TO TEACHER: Look up similar sources in your community before you start this lesson.

#3

Jean: Where do I go to look for a job?
Marie: There are many places to look.
Jean: Tell me where to start.
Marie: Better than that - here is a list a friend of mine gave me when I was looking for a job:

1. Look in the want ads in the newspaper every night
2. Employment Security Department - no charge
   226 South Alameda Blvd.
   Las Cruces, NM 88001
3. W.I.N. - No charge
   First National Tower - 10th floor
   Las Cruces, NM 88001
   Job training and work - People who are on welfare can apply.
4. S.E.R., Jobs for Progress - no charge
   301 South Church St.
   Las Cruces, NM 88001
   People who apply must be in need of more money to take care of their family.
5. HELP - no charge
   105 N. Alameda
   Las Cruces, NM 88001
   People who apply must earn half of yearly income from farm or migrant work.
6. N.M.S.U. Placement Office - no charge
   Garcia Hall Annex - Room 224
   For students and graduates of N.M.S.U.

#4

Maria: I need a job, Barbara.
Barbara: Have you looked in the newspaper?
Maria: No, where do I look?
Barbara: Here, what can you do?
Maria: I can cook. I can clean house. I can take care of children.
Barbara: Here's an ad for a baby sitter. Why don't you call the number.
Maria: Okay, I will.

#5

1: Hey, you look like you lost your best friend.
2: I need a job and I can't seem to find one.
1: Where have you looked?
2: I've looked everywhere.
1: Have you gone to the State Employment agency?
2: What's that?
1: It's an office where they place people on jobs.
2: Does it cost anything?

1: No. It's a free placement service. Call before you go.
2: Thanks for the idea.
1: You're welcome.

#6

1: Hi, Cynthia, what are you doing these days?
2: I'm looking for a job.
1: What kind of a job do you want?
2: I want a temporary job to earn Christmas money.
1: Do you know how to be a waitress?
2: No, I don't, but maybe I can work as a clerk in a store. I know I can do that.
1: Why don't you talk to the personnel officer or the manager of the different stores and fill out an application?
2: That may be the best way.
1: Yes, I think it would. Try it.

#7

1: Gretchen, have you ever tried a private employment agency to get a job?
2: No, but I have a friend who got a really good job through one.
1: Did she have to pay?
2: Yes, she did. But her job is so good, that she thinks that paying was worth it.
1: But, I don't have any money.
2: I think that they will let you make payments every month.
1: I don't know what to do.
2: Why don't you go talk to one of their counselors? He can tell you what kinds of jobs they have and how much it will cost you. Then you can decide if you want their services.
1: I think I'll try it. Thanks.

APPLYING FOR THE JOB

Activities - Beginning Level

Teacher's Directions: Following is a list of questions for students to learn to pronounce, know the meaning of and be able to answer in order to fill out the application form.

1. Name
2. Address
3. Telephone Number
4. Social Security Number
5. Birthdate
6. Married, single, divorced
7. Country you came from
8. How many years did you go to school?
9. Did you work in your country?
10. What was your occupation in country?
11. Why did you leave?
12. Can you give the names of three people who can tell us something about you?

Name ______________________________

Address ______________________________

____

Telephone ____________________

Social Security Number ______________

Spouse's Social Security Number ____________________

EDUCATION

Grammar School ______________________________

High School ______________________________

Trade or Business School ______________________________

Special Skills ______________________________

____

PREVIOUS JOBS (list latest job first)

1. ______________________________

from ____________________ to ____________________

2. ______________________________

from ____________________ to ____________________

3. ______________________________

from ____________________ to ____________________

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Dialogues:

1. Situation: Margo wants to know what to wear for a job interview.

Margo: I am going to look for a job. Should I wear my black dress?
Betty: No. That is a party dress. Wear your blue suit.
Margo: Okay. What about my sandals?
Betty: No, you have trouble walking in those high heels. Wear a lower heel.
Margo: Next you will tell me not to wear so much makeup.
Betty: That is true. Just wear a little.
Margo: I hope my friends will recognize me.
Betty: You might get hired if you are dressed properly.
Margo: I hope so. I really need this job.

2. Situation: Manuela is looking for a job. In Mexico, she worked in a bank. She is good with numbers and has experience with the adding machine. She goes into a branch of the Bank of America. She goes to the Personnel Officer.

Officer: Good morning. May I help you?
Manuela: Yes. I have an appointment with the personnel officer for a job interview. I filled out this job application.
Officer: Good. Please have a seat. Have you ever worked in a bank before?
Manuela: Yes, I have - in Mexico. I was a teller.
Officer: Good. We have many customers who speak only Spanish. So I think you could start work on Monday. Can you be here at 8:30 in the morning?
Manuela: Yes, I can. Thank you very much.

3. Situation: Juana Gutierrez is at the employment office. Her children go to school every day, and she wants to get a job. She is talking to Mr. French.

Juana: I'm looking for a part-time job.
Mr. French: What hours can you work?
Juana: I can work from 9:00 a.m. to 1:00 p.m.
Mr. French: Do you have any work experience?
Juana: No. I was a housewife in my country. But I think I can be a waitress.
Mr. French: Those are good hours for a waitress. Go the the Caminito Cafe. They need a waitress there and many people who eat there only speak Spanish.

4. Situation: Jim is answering an ad for a stock clerk he saw in the local newspaper.

Jim: Good morning, I am looking for the supervisor.
Supervisor: I am the supervisor. May I help you?
Jim: Yes, I saw an ad in the newspaper for a stock clerk and I want to apply for that job.
Supervisor: Please tell me about any experience you have had as a stock clerk.
Jim: I don't have any experience, but I'm sure that I can do that job well, because I like to learn and I'm a good worker. Will you be able to train me?

Supervisor: I see that you came ready to go to work. Are you ready? Can you start right now?
Jim: Yes, I can. Does that mean I have the job?
Supervisor: Yes. You start right now.

Teacher's Directions: Have students bring newspaper and go through the help wanted Ads and discuss them. Have one student be the applicant and the other the manager and role play job interviewing.

5. Situation: Harold is answering an ad on the bulletin board of the Jerald Button Company for a clerk typist.

Harold: I want to apply for the job of clerk typist you have advertised on your bulletin board.
Manager: Oh, are you a good typist?
Harold: I am not very fast, but I am very accurate.
Manager: Take this application home, fill it out and come back tomorrow at 9:00 a.m. and we'll interview you then.
Harold: Thank you. I'll see you tomorrow.

6. Situation: Janice sees an ad in the window of this restaurant for a cook. She has never worked, but she has cooked for a very large family.

Janice: May I speak to the owner
Owner: I am the owner. May I help you?
Janice: I came to apply for the job of cook.
Owner: Do you have any experience?
Janice: Yes, cooking for my very large family.
Owner: That might work out. I can try you out for a week and see if you can do the job.

Vocabulary - Practice saying the following words and learn the meanings:

1. Work
2. Neat
3. Clean
4. Boss
5. Tools
6. Lie
7. Lazy
8. Please
9. I'm sorry
10. Smile

These are things to do to help you keep your job:

1. Be on time for work.
2. Be neat and clean.
3. Work hard.
4. Listen to your boss
5. Keep your desk, tools, clean.
6. Don't lie.
7. Don't tell stories about other workers.

8. Don't be lazy
9. Say Please, Thank you, I'm sorry.
10. Smile alot.

KEEPING A JOB

Activities - Beginning Level

Dialogues

1. Situation: Jim is working as a stock clerk and his supervisor is talking to the boss about him.

Supervisor: I think you made a good choice when you hired Jim.
Boss: Is he doing good work?
Supervisor: He sure is. He is always on time and works hard all day and he doesn't waste time talking to the other workers.
Boss: That's good. He seems very friendly, too.
Supervisor: Yes, he is always smiling. He's also very clean and keeps all the stock in place. The stock room always looks orderly.
Boss: Every Friday when he picks up his check, he tells me how he enjoys his work. I'll give him a raise soon if he keeps up the good work.

2. Situation: Marcia is working as a waitress.

Marcia: Hello, Mr. Barnes.
Mr. Barnes: Hello, Marcia. What's on special today?
Marcia: We have beef stew today. It's very good.
Mr. Barnes: Then that's what I'll have.
Marcia: Here's your stew, Mr. Barnes. Anything else?
Mr. Barnes: No, that's all. (After eating) That was good stew, thanks for telling me about it. You know, Marcia, you sure are a good waitress. You know your job, you're polite and very friendly.
Marcia: Thank you. That's because I really like my job. I meet so many nice people like you.

3. Situation: Thomas is working for the city.

Supervisor: Hi,Thomas. How's the work going?
Thomas: Fine. Today I have to go the the northeast area to chop down some weeds near the busy intersections.
Supervisor: Yes, weeds are dangerous because they make driving unsafe. Drivers can't see other cars or persons trying to cross the street.
Thomas: I don't mind cutting weeds, but what I really like to do is plant new trees and bushes in parks, and keeping them trimmed and watered.
Supervisor: Thomas, how long have you worked with the City?
Thomas: Fourteen years. But it doesn't seem that long because I've really enjoyed this job.
Supervisor: Do you think you would like to be the supervisor? I'm going to move away and I can recommend you for this job.
Thomas: Would you? Yes, I would like that very much.

KEEPING THE JOB

Short stories

Teacher's Directions: Have the students read these short stories. Encourage conversation about the different jobs and any others they are familiar with.

Arnold works in a lumber yard. He keeps the lumber in place. He goes to work at 8:00 a.m. Arnold works until 5:00 p.m. How many hours does he work?

***

Michelle works in a beauty shop. She helps the operators. Customers like Michelle's help. They like to visit with her. Michelle is always nice to customers.

***

Michael and Joseph sell fruits and vegetables. Their prices are not high. Many people buy here. They like fresh fruits and vegetables. They make good money for their boss, Mr. Nichols.

***

Samuel works in a shoe shop. He puts rubber taps on shoes. Sometimes he puts new soles, on, too. Tom makes shoes look like new. He does good work. and his boss is going to give him a raise.

***

Freddy washes cars. He has his own business which he started with a loan from a friend. He can make a car look like new when he waxes and polishes it. He has many regular customers.

***

Robert works in a bowling alley. He likes to work there because he meets many people. He enjoys watching the games and also playing. Bowling is good exercise. Robert keeps everything in order.

***

Junior sells hamburgers. He gets 65¢ for each one. Junior makes good hamburgers. Sometimes we meet at Junior's stand. We talk about the weather, the movies we have seen, and about sports.

***

Benjamin has a place where people play dominoes. Each player pays 30¢ per hour. Michael and Joseph play partners. They win many games. Benjamin does not make very much money, but he enjoys meeting and talking to all his customers.

***

Don works in a bakery. He has to be at work at 3:00 a.m. to turn the ovens on. By 8 o'clock all the bread is made into loaves or rolls and the first trays of bread are baking. He likes those hours because by eleven in the morning he can go home, or go shopping, or do any other business he might have.

Building the Vocabulary and Concepts

ACTIVITIES

Intermediate Level

Vocabulary

1. experience
2. attitudes
3. personality
4. hobby
5. avocation
6. evaluate
7. status
8. skills
9. seniority
10. dues
11. apprentice
12. union
13. mechanize
14. standard of living
15. budget
16. strata
17. loyalty
18. social
19. living wage
20. goal

Putting the Words and Ideas into Action

Note to Teacher: This is a preliminary guide to cover with students. Each question can be used as an oral and written exercise. We recommend you cover all the questions, but suggest you integrate them into the different sections of this unit. You may want to develop a questionnaire or check list for the students to fill out as a summary.

A. Looking at yourself - Let's look at some of the important things to look at in terms of yourself. These are things that too many times people don't pay attention to. At the same time, they are things which will help you decide what type of work you will want to get into. Look into them, since in most cases, your future employer will be looking at them too.

1. Personal Questions:
    - a. What are your good points and abilities? Are you the type of person that "likes" to work? Do you feel that there are certain things that you can do well?
    - b. What are your weak points? What things are you really bad about doing? Do you "hate" work? Are you the type of person that seems to have five thumbs (seems to drop everything?)
    - c. Do you get along well with people? Maybe you're the type of person that would rather be alone all the time. Do you have a short temper? How do you feel about taking orders?
    - d. Do you care about how you use your time? Is being late pretty much your thing? Are you a "clock watcher," just looking for the time to get off from the job? Many of you hate to be late and even more, hate to see others be late for work or appointments.
2. Job Experience:
    - a. What jobs have you held in the past? Did you change jobs very often? Did you quit or were you fired? What were the real reasons for these changes?
    - b. What jobs have you held in the past that you liked? What was it that you liked about these jobs? Was it because of the company, your fellow employees? How about the pay? Or was it that you were doing something that you really liked doing?

   c. What jobs have you held in the past that you did not like? What caused you not to like them? Was it because of the company, the pay, your supervisor, the work, or your co-workers?

3. Education:
   a. What level of education did you complete? If you did not complete high school, what really caused you to drop out? Maybe you just didn't like being cooped up inside a classroom, teachers gave you a bad time, or maybe you had no interest in learning. Maybe having fun was the most "important" idea to you.
   b. What vocational training have you had? Have you ever thought about getting some vocational training? Is it possible that since you have already finished high school, "you just don't want to go back to school?" Do you want a job that requires some kind of vocational training?
   c. Have you had experiences which have helped you learn some new skills or techniques? Do you look for these kinds of experiences in order to "better" yourself? Do you even think that new skills are important to your finding a better job?
4. Skills:
   a. Can you drive a car or truck? Do you have a license?
   b. Can you operate farm machinery? What kind?
   c. Can you write neatly and legibly?
   d. Can you sew? Have you ever used an electric sewing machine?
   e. Can you work well with your hands? Can you do small detailed work?
   f. Are you good working with numbers? Do you like that type of work?
   g. Do you like to work with machines? If so, do you prefer small or large machines?
   h. Do you like to "tinker" with machines to repair them? If so, do you like working on small items as opposed to large engines?
   i. Can you draw or sketch pictures?
   j. Can you type? Can you use an electric typewriter?
   k. What other types of office machines can you use?

l. How well can you use them?

m. Do you like to work with animals?

n. Do you like to work with people? If so, what age level would you prefer working with? Youth, adult, or the aged?

o. Are you a good cook? Would you like working in a kitchen?

PLANNING FOR A JOB

Direction to Teacher: Have students read and discuss materials, then have them set up a plan of action.

A. Setting Goals - Goals give direction to life. They give you a reason for living each day. They provide the challenges that drive you. When you get up, ask yourself, "What do I want to get done today?" or "What goals am I setting for myself today?"

1. Short-term goals - These are like building blocks. As one goal is reached, there are others to be started. We may also find that several short-term goals may be reached at the same time. For example, by going to school part-time and working part-time, we are reaching the goals of education, training, and experience. All at the same time.

   Keep in mind that short-term goals can be put together to shape a long-term goal. If we use building blocks carefully then we can build a really sound future.

2. Long-term Goals - These usually take more time and are more demanding; they require more thinking and planning. They usually involve reaching several short term goals put together. For example, getting good job skills may involve getting an education, getting some training, getting some counseling in order to better prepare for the job and then, possibly, several years of experience. Examples: a) John has no experience, but wants to become a welder; b) Margaret wants to be a "registered nurse".

   Thinking about and wishing for things does not make them happen. Goals are not reached simply by wanting them. Deciding on a goal is not enough either. The goal must be realistic and possible. Finally, act on your decision and follow your plan.

B. Analysis of Jobs - Finding out about yourself can be one of the most important things for you to do. What do I like to do? What don't I like to do? Am I good with my hands or not? Do I like to work with people or would I rather work by myself? Do I like to work outdoors or indoors? What experiences have I had that could help me in a new job?

Finding the right job is important and it is not always easy. Sometimes you need help in deciding what to do. A vocational counselor can show you how to make the best possible job choices. In many cases you may have to train or retrain for the job you like. Sometimes this is possible after regular working hours, at night school or on a part-time basis. This could help you reach your goal.

C. Making a Plan and Taking Action - Once you have decided on your goals, and decided the type of job you want, you must find a way to get there. You need a PLAN. A plan is like a map that tells you where you are going; how you're going to get there; where you stop; how far to go; and what "detours" you might take in order to get to your goal.

This means that you must have a realistic PLAN. After you do that; begin to look for the action which is needed to make the plan work. Using the example of the map, the action is "driving along the route that the map shows". To carry out the action, make a list of tools and resources you will need.

Exercises:

1. Decide what you want to plan for.
2. Identify your resources.
   a. What resources will be needed?
   b. Which ones are already available?
   c. Which ones will you need to develop?
3. Question yourself about your goals.
   a. Is the goal realistic and possible?
   b. How long will you have to work to reach the goal?
   c. If it is a long-range goal, which short-range goals will need to be met first?
4. Read and discuss the following examples which show how GOALS are transferred into ACTION by way of a PLAN.
   1. Goal: Mary wants to visit her friend tomorrow.
      Plan: She will ride to the bus to El Paso tomorrow.
      Action: She calls the bus depot to check on the bus schedule.

Goal: Bill wants to change his car oil today.
Plan: He will need to get the necessary items to make the oil change.
Action: Bill goes out today and buys five quarts of oil and an oil filter.

Goal: Miguel wants to be more friendly to his neighbor.
Plan: Miguel will have his neighbor over to watch the football game on television.
Action: Miguel goes to his neighbor's house and invites him over for the game.

Goal: Sharon wants to clean her home this week.
Plan: Sharon needs to get some materials, and find a way to have her children out of the house.
Action: She goes shopping for the materials and calls her cousin to be "babysitting" help for Tuesday and Wednesday.

Goal: Richard wants to become a welder.
Plan: Richard needs to get more information as to the requirements of being a "welder".
Action: Richard visits a welding shop owner and decides to:
  a. Enroll in basic education classes to improve his math and reading.
  b. Enroll in a trade school into a welding class.

Goal: Maria wants to become a Registered Nurse.
Plan: Complete education. Look for "babysitting" assistance Develop funds for nursing education.
Action: Checks out GED entry requirements and potentials. Talks to relatives for babysitting assistance. Visits the nursing school to find out about entry requirements and financing possibilities.

1. List methods of advertising for job openings by the employer.
    a. Newspaper want-ads
    b. Radio and television
    c. Bulletin boards
    d. Window posters
    e. Through private and state employment agencies
    f. Personal contacts
    g. "Word of mouth"
    h. Others
2. Have a general discussion of the above methods.
3. List and discuss possible ways of finding a job.
    a. Write a letter of inquiry to a prospective employer.
    b. Look through want-ads and see what you might qualify for.
    c. Using yellow pages of telephone book, see which businesses you might be interested in and make a list.

d. Go to a private and/or state employment agency and see their job lists.

e. Others

Dialogues:

1. Situation: Thinking about getting a job.

Sarah: I want to look for a job.
Dennis: What kind of job?
Sarah: Anything.
Dennis: That doesn't tell me what kind of job you want. What can you do?
Sarah: I can type. I haven't done it in a long time, but I can practice.
Dennis: Practice before you look for a job as a typist so you can tell them how many words per minute you can type.
Sarah: Yes, I think I will. I like to type and I would like to look for a job as a typist. Thanks Dennis.
Dennis: You're welcome, Bye.

2. Situation: Still undecided

Dennis: Hi Sarah. How are you doing on your typing?
Sarah: Not so good. I quit practicing because I decided I didn't like typing that much. I think I'll try something else.
Dennis: What would you like to do?
Sarah: I'm not sure.
Dennis: I think you better decide before you look for that job.
Sarah: Do you know where I can get information to help me decide?
Dennis: Yes. You can go to a vocational or career counselor at the State Employment Office.
Sarah: That sounds good. Thanks, Dennis.

3. Situation: Getting vocational counseling

Sarah: Hello. I'm Sarah and you must be the vocational counselor.
Counselor: Yes, I am. How can I help you?
Sarah: I would like to get a job, but I don't know what kind.
Counselor: Well, maybe I can help you. Have you ever taken a job interest inventory?
Sarah: No, I haven't
Counselor: Here's a very simple one where you just mark the type of activities you like to do and from these we can find out the category that those activities fit in relation to jobs.

(Sarah takes the test)

Sarah: This test really made me think about what I like to do and don't like to do.
Counselor: Well, according to your answers, you really would like to work as a receptionist. Now let's see if you have the skills to go with your job interests. OK?

Do you:

1. Know how to type? Sarah: Yes
2. Know how to answer the telephone? Yes

3. Know how to file? Sarah: Yes

4. Like talking to people Yes

Sarah: I can answer yes to all those questions.
Counselor: Then you are ready to apply for a job as a receptionist.

4. Situation: Sally works with the City and friend is looking for a job.

Carol: Hi Sally. What are you doing?
Sally: Hi, Carol. I'm looking for a job. Do you know if there are any openings here at the City?
Carol: Gee, I don't know. There aren't any here in this department. But I'll tell you what. The personnel office is at the end of the hall and just outside the door is a bulletin board with job announcements. You might look there.
Sally: Thanks Carol. I think I will.

(later)

Sally: Thanks Carol for the tip.
Carol: Did you find anything interesting?
Sally: Yes, there's an opening in the utilities department for a billing clerk and I applied.
Carol: Did you get a job interview?
Sally: Not yet, but I do have an appointment for one next Tuesday. Thanks again. See you.
Carol: You're welcome and good luck!

5. Situation: Joel goes in to apply for a job in a store.

Joel: May I speak to the manager, please?
Clerk: I'm sorry, but he's out. May I help you?
Joel: I just saw your ad in the window advertising a job opening for a stock boy and I wanted to apply.
Clerk: I can give you the job application. You can fill it out and return it by 4:00 p.m. The manager will be here then.
Joel: Thanks. I sure hope I get this job. I need a job badly.
Clerk: You are the only one who has applied so far and we have had that announcement out for a week. I think you have a good chance to get it.
Joel: That's good news. Thank you. See you later.
Clerk: Bye.

6. Situation: Corinne hears about a job from a friend.

Corinne: I sure wish I could find a job.
Doreen: What kind of job?
Corinne: As a flower arranger.
Doreen: Wow! I just happened to hear about a job over at Center Flower Shop for just that kind of a position.
Corinne: Really. I better get over there and put in an application. I hope I'm not too late.
Doreen: I don't think you are. The girl that has that job now is not quitting for two weeks.
Corinne: Thanks for telling me about it.
Doreen: You bet. See you.

WHERE TO LOOK FOR JOBS

Know the Job Market

There are many ways in which you may learn about job openings that interest you. Before you decide on your next job, learn the different types of jobs available in your community. Find out the requirements of the jobs. Learn the job names. Are you qualified for the job you want? Check with the local office of your state employment service for information about the following full-time jobs.

Building Maintenance

custodian
cleaner
elevator operator
guard
watchman

Food Service Jobs

waitress
cook
cafeteria attendants
dishwasher
checkout clerk

Motor Vehicle Jobs

car washer
mechanic
routeman
service station attendant
truck driver
taxi driver
body repairman

Metal Trades

machinist
welder
sheet metal worker
foundry man
pipe fitter

Hospital Jobs

nurse's aide
orderly
hospital attendants
janitor
technician

Laundry Jobs

starcher
seamstress
delivery man
presser
packer
checker

Building Trades

carpenter
plumber
electrician
construction worker
painter
bricklayer
tile layer

Sales and Service Jobs

sales clerk
barber
TV repairman
salesman
beauty operator
cashier

General Occupations

farm worker
stock clerk
bookbinder
forklift operator
newspaper distributor
factory worker
livestock worker
grocery clerk
file clerk

APPLYING FOR A JOB

Letter of Application

Your friends, the state employment service, and the help-wanted ads can give you good information about job openings. But it is up to you to follow up this information and apply for the job that interests you. Some times a personal visit is the best way to get more information about a job opening and to apply for it. Sometimes you can save time by telephoning first to be sure that the job is still open and to find out the best time for a personal visit.

Sometimes the only way you can get more information about a job is to write a letter of application. You will notice that some want ads list a box number only for the address. The ad requests that you send a letter. The employer who asks for a letter of application wants to find out how much effort you will make to get the job or how well you express yourself in writing. Before you are considered for the job, you are asked to sell yourself by writing a neat, informative letter.

Following are some tips that will help you write a proper letter of application. You may just get that job if you do.

- Use plain white paper and write only on one side of the page.
- Use a ballpoint pen (never pencil). Write neatly and if possible have the letter typed.
- If you don't know how to spell a word, look it up in the dictionary. Write in complete sentences.
- Explain why you would like to have the job, but keep your letter short.
- Include enough information about yourself to interest the employer.
- Give a brief description of your education and experience and why you qualify for this job.
- Ask for a personal interview so that you can further explain your qualifications.
- Remember that letters show personality and style. If your letter gets the attention of the employer, you will be sure to get an interview.

Tips on Punctuation:

1. Capitalize the first letter of the first word in a sentence. Each word in the name and address of the person you are writing begins with a capital letter also.
2. Use a comma to separate the name of the city from the state.
3. Use a colon(:) after the greeting in a business letter.
4. Use a period after each sentence. A question mark after each question.

Letter of Application - Following is a sample letter of application. Answer an ad in your newspaper and write your own letter of application.

2340 Delta Drive
Las Cruces, New Mexico 88001
December 9, 1980

Las Cruces Sun News
345 West Las Cruces Avenue
Las Cruces, New Mexico 88001

Dear Sirs:

Today's newspaper listed your ad for a licensed practical nurse. I would like to apply for this job.

I am 28 years old and in good health. I have just completed the training course for LPN's at New Mexico State University. The grades I received were "above average". I can furnish character references and a letter of recommendation from my training supervisor. I also have a car in good condition.

I would appreciate an interview with you at which time we can discuss my job qualifications. You may reach me by mail at the address shown above. I do not have a phone, but you can leave a message for me with Mrs. Terry Jones at 233-4455.

I hope that you will give my application careful consideration and that I will hear from you soon.

Very sincerely,

(Ms.) Janice Davis

Addressing an Envelope

Be sure you address the envelop correctly. Look at the example below. This is how Janice Davis addressed her letter of application. Notice capital letters, commas, Zip Code, and name placement on the envelope.

Ms. Janice Davis
2340 Delta Drive
Las Cruces, N.M. 88001

Las Cruces Sun News
345 West Las Cruces Avenue
Las Cruces, New Mexico 88001

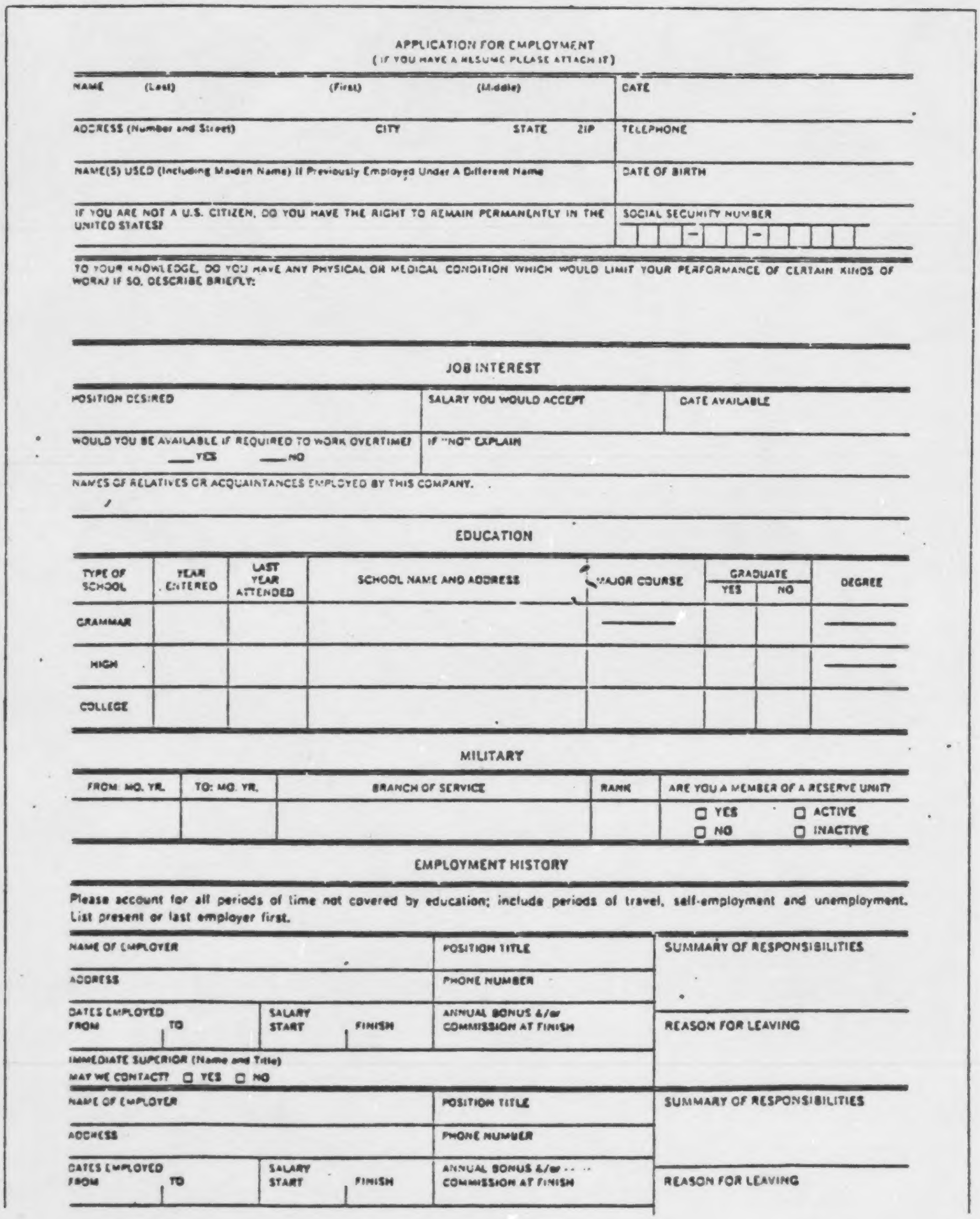
Use the rectangle below to address the envelope you would use for mailing your letter of application.

JOB APPLICATION FORM

Listed below are several items which cause many people problems as they complete an application form. Read the blank as it would appear on an application form, and notice the special explanation for filling the blank correctly.

1.	This means last name first	________________________________ (Last) (First) (Middle)
2.	This means both name and address	Your Name and Address ________________________________ ________________________________
3.	This does not mean a former employer or a relative	List two personal references: ________________________________ ________________________________
4.	Notice if the blank is in front or in back of the question.	Check the number of people depending on your income.
	Blank following the number.	1 ____ 2 ____ 3 ____ 4 ____ 5 or more ____
	Blank before the number.	____ 1 ____ 2 ____ 3 ____ 4 ____ 5 or more
5.	Check "Yes" or "No" and explain (if yes)	Were you absent more than five days last year? Yes __________ No __________ If yes, explain ____________________ ________________________________
6.	Be sure to give your telephone number, TEL. NO. means your own number. M ____ means number where message can be left for you.	TEL. NO. M ____ ________________ ____________

Job Application Forms - For more practice, fill out the following application.



APPLICATION FOR EMPLOYMENT

(IF YOU HAVE A RESUME PLEASE ATTACH IT)

NAME (Last) (First) (Middle)	DATE
ADDRESS (Number and Street) CITY STATE ZIP	TELEPHONE
NAME(S) USED (Including Maiden Name) If Previously Employed Under A Different Name	DATE OF BIRTH
IF YOU ARE NOT A U.S. CITIZEN, DO YOU HAVE THE RIGHT TO REMAIN PERMANENTLY IN THE UNITED STATES?	SOCIAL SECURITY NUMBER ☐☐☐ – ☐☐ – ☐☐☐☐

TO YOUR KNOWLEDGE, DO YOU HAVE ANY PHYSICAL OR MEDICAL CONDITION WHICH WOULD LIMIT YOUR PERFORMANCE OF CERTAIN KINDS OF WORK? IF SO, DESCRIBE BRIEFLY:

JOB INTEREST

POSITION DESIRED	SALARY YOU WOULD ACCEPT	DATE AVAILABLE
WOULD YOU BE AVAILABLE IF REQUIRED TO WORK OVERTIME? ___YES ___NO	IF "NO" EXPLAIN	

NAMES OF RELATIVES OR ACQUAINTANCES EMPLOYED BY THIS COMPANY.

EDUCATION

TYPE OF SCHOOL	YEAR ENTERED	LAST YEAR ATTENDED	SCHOOL NAME AND ADDRESS	MAJOR COURSE	GRADUATE		DEGREE
					YES	NO	
GRAMMAR				______			______
HIGH							______
COLLEGE							

MILITARY

FROM: MO. YR.	TO: MO. YR.	BRANCH OF SERVICE	RANK	ARE YOU A MEMBER OF A RESERVE UNIT?
				☐ YES ☐ ACTIVE ☐ NO ☐ INACTIVE

EMPLOYMENT HISTORY

Please account for all periods of time not covered by education; include periods of travel, self-employment and unemployment. List present or last employer first.

NAME OF EMPLOYER			POSITION TITLE	SUMMARY OF RESPONSIBILITIES
ADDRESS			PHONE NUMBER	
DATES EMPLOYED FROM TO	SALARY START FINISH		ANNUAL BONUS &/or COMMISSION AT FINISH	REASON FOR LEAVING
IMMEDIATE SUPERIOR (Name and Title) MAY WE CONTACT? ☐ YES ☐ NO				
NAME OF EMPLOYER			POSITION TITLE	SUMMARY OF RESPONSIBILITIES
ADDRESS			PHONE NUMBER	
DATES EMPLOYED FROM TO	SALARY START FINISH		ANNUAL BONUS &/or COMMISSION AT FINISH	REASON FOR LEAVING

Teacher's Directions: Below is a sample of the information to provide in writing a resume. Have students fill out information needed. If possible have them take it home and type it out. (Or maybe someone in the class who knows how to type can volunteer to do so.)

RESUME

Name: Address:

SSN: Telephone No:

Personal Data

Birthdate: Birthplace:

Marital Status: Health:

Height: Weight:

Education

Dates:

School: Location:

Grade Completed: Special Subjects:

(Repeat for all schooling you have had)

Employment Record

Dates: From: To:

Employer:

Location:

Duties:

Reason for Leaving:

(Repeat for each job you have held)

References

Name, Occupation, Address, Telephone

(List three References)

Job Interview

Teacher's Directions: Have students read, then check for comprehension the following materials to prepare for a good job interview.

After you have submitted your job application and been granted a job interview, you must prepare for it. Here are some "tips" which will help.

1. Be prompt, you might even be a few minutes early.
2. Wear the correct clothes for the job for which you are applying.
3. Be ready to talk about yourself and tell interviewer the types of jobs or other experience which will help in this job.
4. Make a list of questions you want to ask the interviewer.
5. Know something about the company where you are applying.
6. Take a pencil and writing pad so you can take a few notes such as telephone numbers and place where you are to work.
7. Do not take anyone else to the interview. Go alone.
8. If you have to wait for the interviewer, remain calm.

During the interview, you can follow these "tips".

1. It is normal to be nervous during an interview, but don't show it by twisting your handkerchief, moving around on your chair or wringing your hands.
2. Greet your interviewer by name if you know it and can pronounce it. If he/she offers to shake your hand, do so with a firm grip.
3. Don't chew gum and don't smoke, even if invited to do so.
4. Wait until the interviewer offers you a chair before you sit down. Let him take the lead in the interview.
5. Don't say, "I'll do anything if you will give me a chance", but know what job you are applying for. You can be interested in learning the job if you don't know it and can get some training.
6. If you sit up straight and look at the interviewer straight in the eye, he will know that you are answering the questions as completely and honestly as possible.
7. Smile frequently and always be courteous even if you don't get the job.
8. Make sure that your good points get across to your interviewer but don't brag.

Dialogues: Have students read the following dialogues and discuss them. Also have students role play other dialogues using the flannel board situations or any they can come up with.

1. Situation: Harry is interviewing for a job as a bus driver.

Manager: Good morning, Harry, you're right on time. Please have a seat. I was just reviewing your application and resume.

Harry: Good morning. I have the experience needed for this job. I know that I can learn anything new very fast.

Manager: Have you had any mechanics training in case your bus breaks down? You don't have that in your resume.

Harry: I have taken a basic mechanics course - enough to do minor repairs, but not any big major breakdown.

Manager: That is not required for this job, because if that happens we give you another bus. I like everything else I see here. Would you be ready to start immediately?

Harry: Yes, sir, right away.

2. Situation: Nguyen Van Truong is looking for a job. His friends have advised him to go to the Employment Services Department. He went and he asked to see an interviewer.

Truong: I'd like to see someone about a job.

Clerk: Take a number and sit down. We'll call you when an interviewer can talk to you.

(Truong's name is called. An interviewer takes him to a desk.)

Interviewer: Good morning, Truong. Please sit down.

Truong: Thank you

Interviewer: What can I do for you?

Truong: I am looking for a job.

Interviewer: O.K. First of all, we will fill out this card. Is Nguyen Van Truong your full name?

Truong: Yes, it is.

Interviewer: Where do you live, Truong?

Truong: I live in ________________. (City)

Interviewer: Yes, but what's your address?

Truong: 1218 W. Pine (house no. street)

Interviewer: Zip Code?

Truong: 90031 (zip code)

Interviewer: What's your telephone number?

Troung: 541-6306 (telephone no.)

Interviewer: How old are you?

Troung: I'm 32 years old.

Interviewer: Are you married?

Troung: Yes.

Interviewer: Do you have any children?

Truong: No.

Interviewer: When were you last employed?

Truong: Excuse me?

Interviewer: How long ago did you have a job?

Truong: Six months ago.

Interviewer: What kind of a job was it?

Truong: Factory work.

Interviewer: Why did you leave it?

Truong: I was laid off.

Interviewer: Have you ever worked in a hospital?

Truong: Yes, in my country. I worked in a hospital as an orderly.

Interviewer: Good. Come back next Tuesday at 9 in the morning and I'll see what I have for you.

Truong: Thank you very much. I'll be here at 9 next Tuesday.

3. Situation: Monica goes in for an interview for a cashier's job. She is already 15 minutes late and comes in all out of breath and chewing gum. Have students read this and point out the different things Monica did which caused her not to be considered for the job.

Monica: Wow, I'm sorry I'm late. I just couldn't wake up this morning because I didn't go to bed until 2:00 o'clock this morning.

Employer: I see that you found the chair. What is your name please?

Monica: My name is Monica Stewart. It sure feels good to sit down.

Employer: What is your address?

Monica: I live in a real crummy neighborhood, but as soon as I get this job I hope to move. It is 435 South Elm. (chewing gum)

Employer: May I have your phone number?

Monica: I don't have one, but you can call me at my friend's house. She lives clear across town, but she will give me the message. It is 390-8999. Do you mind if I smoke? (chew-chew) (lights her cigarette)

Employer: I'm sorry Monica, but we don't smoke around here. I have some other people to interview for this job now, would you please excuse me?

Monica: Well, O.K., I don't really want a cashier's job anyway.

4. Situation: Mark is looking for a job as a mechanic. As the employer would you give Mark a job? (Notice how the employer has to drag the information out of Mark).

Mark: I am looking for a job. I am a mechanic.

Employer: What is your name?

Mark: My name is Mark.

Employer: What is your last name?

Mark: My last name is Hutchins.

Employer: How old are you?

Mark: I am twenty-five years old.

Employer: Do you live close by?

Mark: No, I do not live close by.

Employer: Where do you live?

Mark: I live on Villa Street.

Employer: What's your house number?
Mark: The house number is 2234.
Employer: What's your telephone number?
Mark: My telephone number is 345-5567.
Employer: I may call you when I need a mechanic.

GETTING THE JOB

5. Situation: Ralph has been hired for a job. Ricky is telling him about things he needs to know before he starts to work.

Ricky: Hey Ralph, I heard you just got your very first job. How do you feel? What are your wages?
Ralph: I feel great! Wages?
Ricky: Yes. How much are you getting paid per hour? Do you get any overtime?
Ralph: I will be getting paid $3.50 per hour. Is that minimum wage?
Ricky: That's more than minimum wage. Minimum wage right now is $3.35
Ralph: I don't know about overtime. My boss hasn't said anything about that.
Ricky: You better ask him. Do you get any vacation and sick leave?
Ralph: That's something I better ask him about too.
Ricky: While you're at it you may as well ask him about insurance, retirement, and all the deductions you will have.
Ralph: I know that I have to go apply for a social security card. He says he has to take some money out of my pay to pay the social security tax. He adds the same amount as I will be paying. What does he do with the money?
Ricky: He pays the tax to the social security office.
Ralph: How will social security help me?
Ricky: Ralph, you might get hurt or sick. You could draw a social security check each month if you can't work. If you should die, your wife and children could draw a check each month.
Ralph: Will it help me when I am old?
Ricky: Yes. When you retire you can draw social security each month.
Ralph: I guess it's a good thing. I'm glad I will have social security.
Ricky: When you get your first pay check, look at all your deductions and find out what they are for. Have the payroll clerk tell you what each deduction is for.
Ralph: That's a good idea.
Ricky: Well, Ralph, good luck on your first job.
Ralph: Thanks for the tips. I know I'm going to like this job.

KEEPING A JOB

Vocabulary - Practice saying the following words and learn the meaning.

1. On time
2. Amount
3. Break
4. Willing
5. Work hard
6. Personal area
7. Gossip
8. Troublemaker
9. Dishonest
10. Cheat
11. Careless
12. Rules
13. Good manners
14. Always
15. Cheerful

The following rules of work will almost insure that you will keep your job. They are very important, remember them.

1. Always be on time for work.
2. Do not take more than the allowed amount of time for lunch or for break.
3. Be neat and clean.
4. Be willing to learn.
5. Be willing to work hard.
6. Keep your desk, tools, and personal area neat and clean.
7. Do not gossip or be a troublemaker.
8. Do not be dishonest or cheat.
9. Do not be careless or lazy.
10. Follow the rules of the company.
11. Use good manners always.
12. Be happy, cheerful and helpful.

These 12 rules are effective guides for you as a successful worker. By following these rules, you will lessen the chances of being fired, and you will increase your chances for getting pay raises and promotions. With higher pay, you and your family can save and plan to buy goods to make your life more comfortable.

Dialogue Situation: This dialogue is here to show that if you are doing a good job, it is proper to ask for a raise.

A RAISE IN SALARY

Jane: I'm going to ask for a raise in salary.
Roberta: How much do you earn now?
Jane: I make one hundred and twenty-five dollars a week. But then taxes come out of that and with the cost of living so high now I just don't have enough money for everything I want to do.
Roberta: Do you save any money at all?
Jane: Very little. I spend almost all of my pay.
Roberta: Do you have any money in the bank?
Jane: Yes, about three hundred dollars. But I owe over one hundred dollars to my cousin.
Roberta: Now you're able to pay him back. Things will work out quite well, I'm sure. Now you can keep going to your art lessons so that one day you can earn more money.
Jane: But with a raise I'll save so I can study abroad.
Roberta: Then talk to your boss tonight.
Jane: And what if he says "no"? I'm almost afraid to ask him.
Roberta: I'll bet he won't. You have many qualities that a good employer looks for. Aren't you always courteous to your boss and do everything he asks? You always get to work on time and don't miss work except when absolutely necessary. You have many

friends among your co-workers and don't argue with them. True?

Jane: Yes. Everything you say is true. I'm glad you pointed out these things to me. I'm not so afraid now to talk to the boss about that raise. You have given me the courage I needed.

Dialogue situation: You have to work hard to keep your job.

WHAT DO YOU DO?

Mary: Do you like it here?
Peter: Yes, it's nice here. I make enough money. And I live well.
Mary: I'm glad to know that. What do you do?
Peter: I work in a shop. I work at a machine. We make tools.
Mary: Do you work hard?
Peter: Yes, but I sit at my machine. That makes my work easy. What do you do, Mary?
Mary: I go to school.
Peter: That's hard work! Are you doing well?
Mary: Yes, I like to study.
Peter: That makes school easy.
Mary: I know it does. I'm happy at school.
Peter: I'm not a bad student myself.

Dialogue situation: Peter is talking to his boss who wants him to do something. He agrees to because it is a part of his job and it may lead to a promotion.

ABOUT BUSINESS

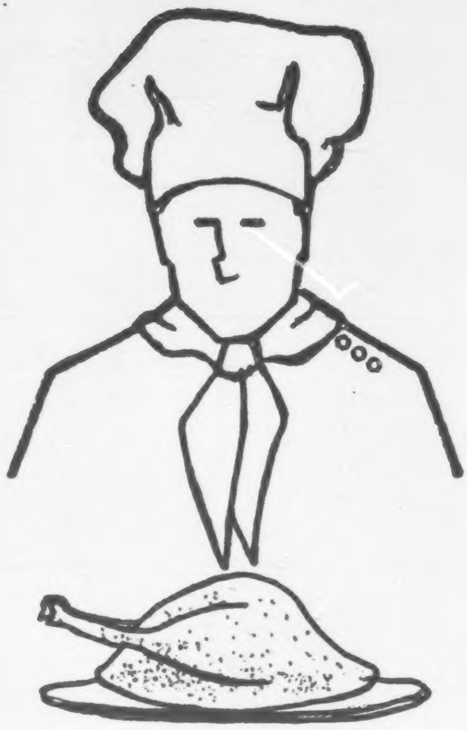
Jones: Peter, I have a special job for you. Can the shop get along without you for awhile?
Peter: I think so. What do you have in mind?
Jones: We've lost our biggest customer. He won't buy another thing from us because our quality is poor-so he says.
Peter: That's impossible - it can't be true!
Jones: Those are the facts. He won't carry our line. He says that our steel is not tough enough, and that the metal of our tools is weak.
Peter: But I always test the metal myself. I throw away metals of poor quality, or sell them as junk.
Jones: Well, we'll have to send someone to see him. Can you make the trip and bring back some good news? It's out west--you'll have to fly.
Peter: I don't mind. When do I leave?
Jones: The day after tomorrow - at five p.m. Bring back an order - a big one.

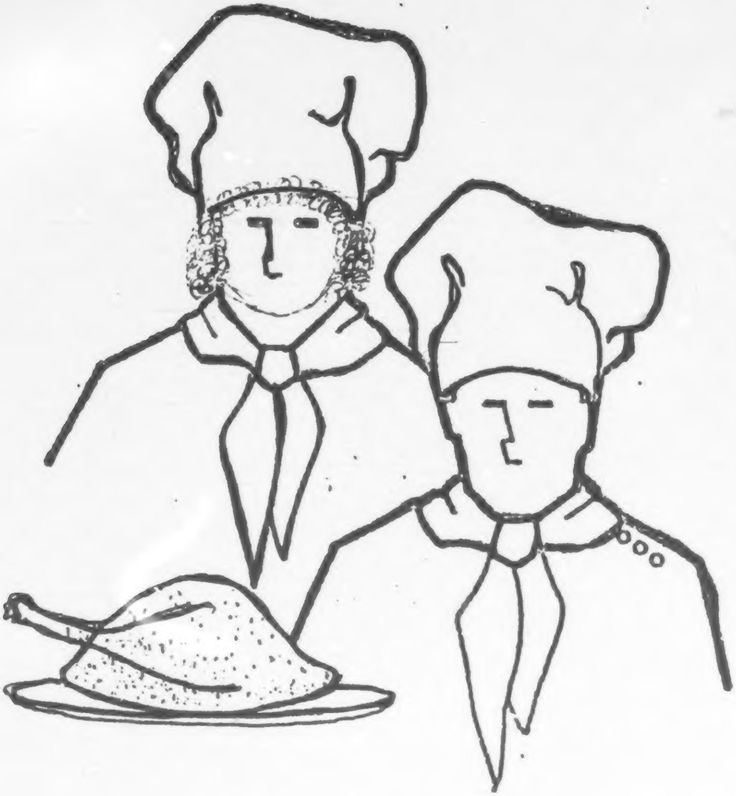
Dialogue situation: How to keep a job and get a promotion

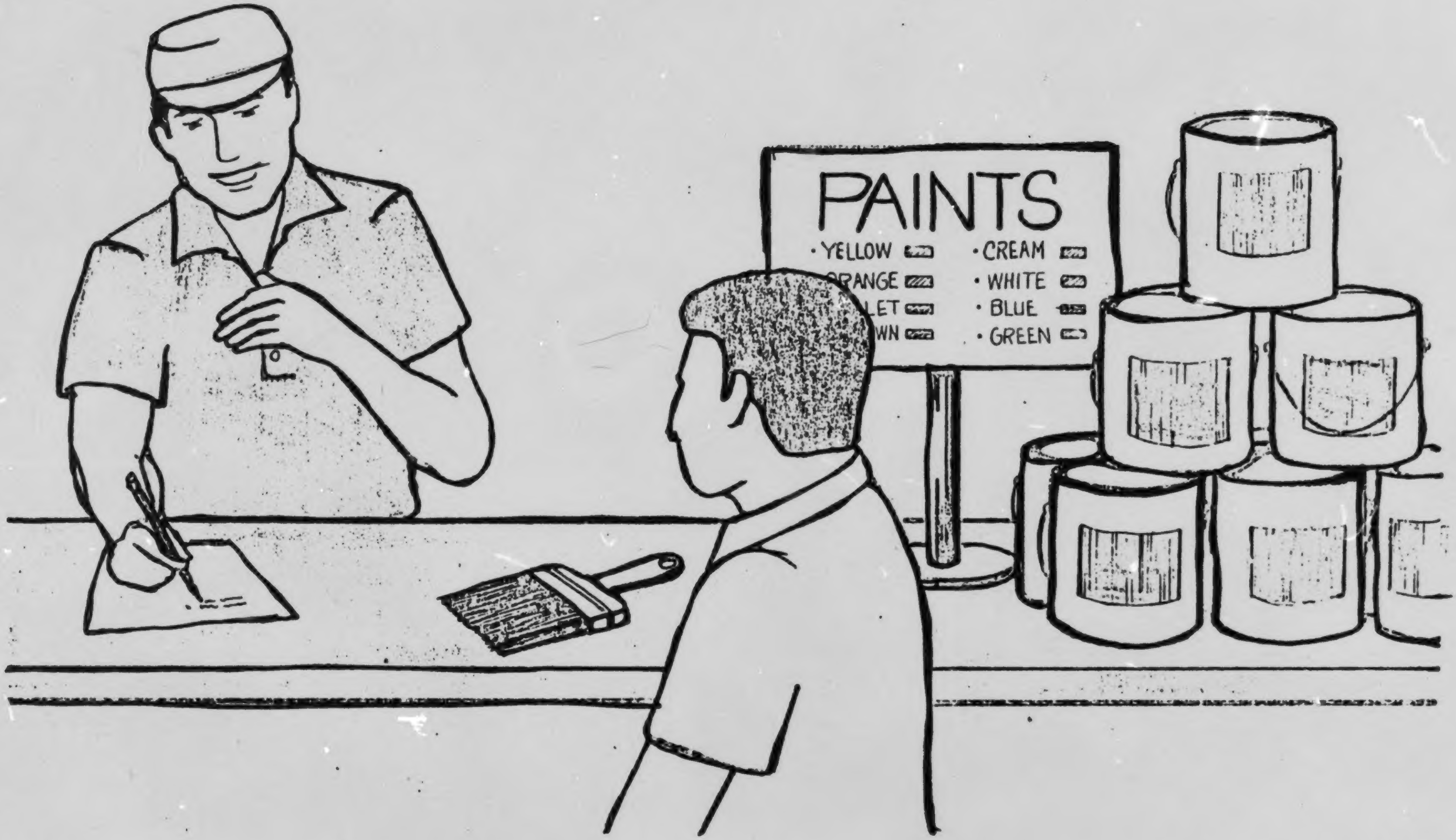
MEN AT WORK

Peter: Good morning, Mr. Jones.
Jones: Come right in Peter.
Peter: Is anything wrong?
Jones: No, I have good news for you. You are taking over a new job.

Peter: Then I'll have a different job?
Jones: Yes, and with higher pay.
Peter: What kind of work will I do?
Jones: You're the best man in my shop to train new workers. It'll be harder than your old job. And with very little rest, I think.
Peter: I'll do my best, Sir.
Jones: That will be fine.
This shop must make more tools.
Peter: We don't have enough men.
Jones: We have the machines-you train the men. You may be a little too young. But I believe in you-go to work.



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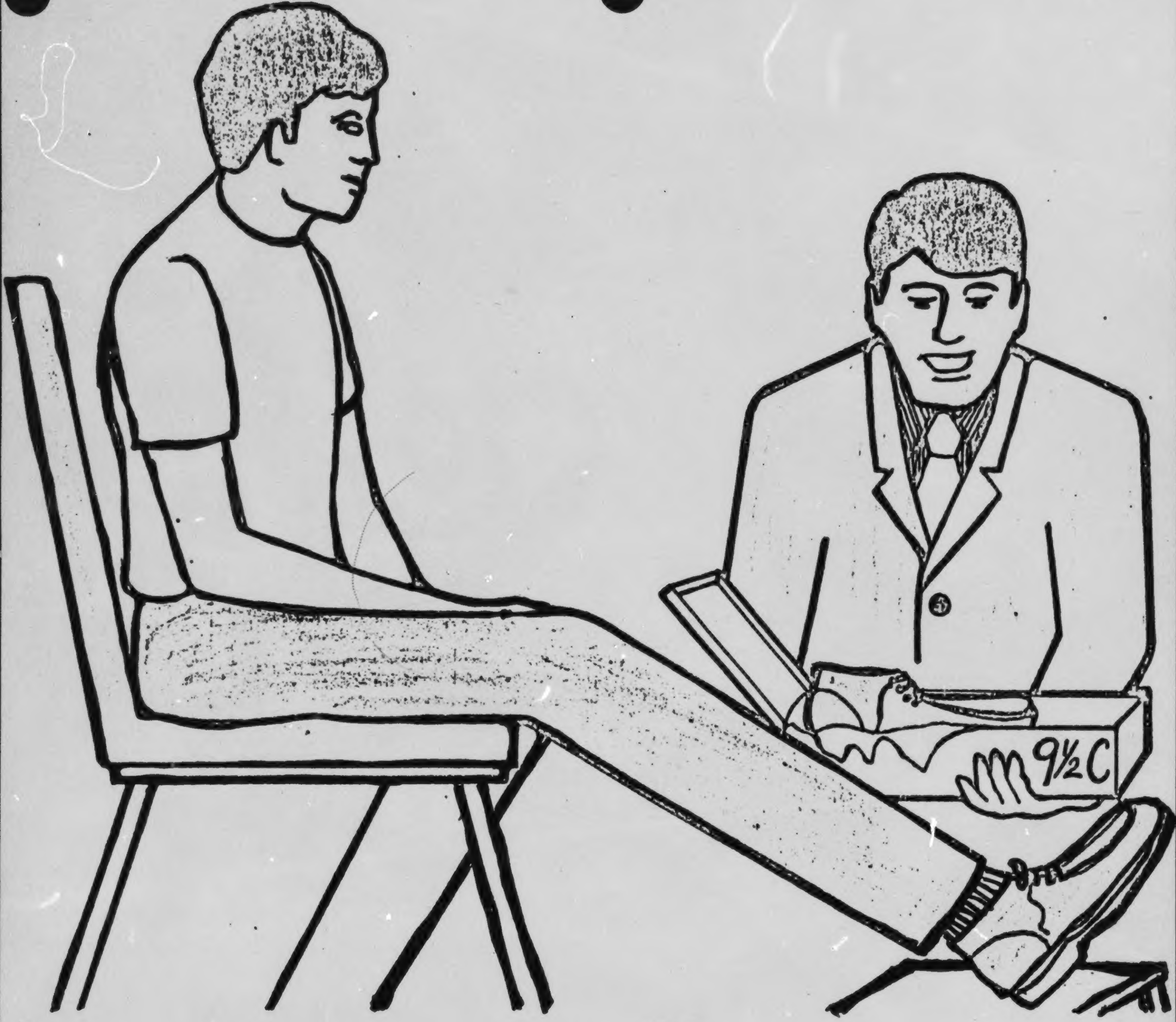
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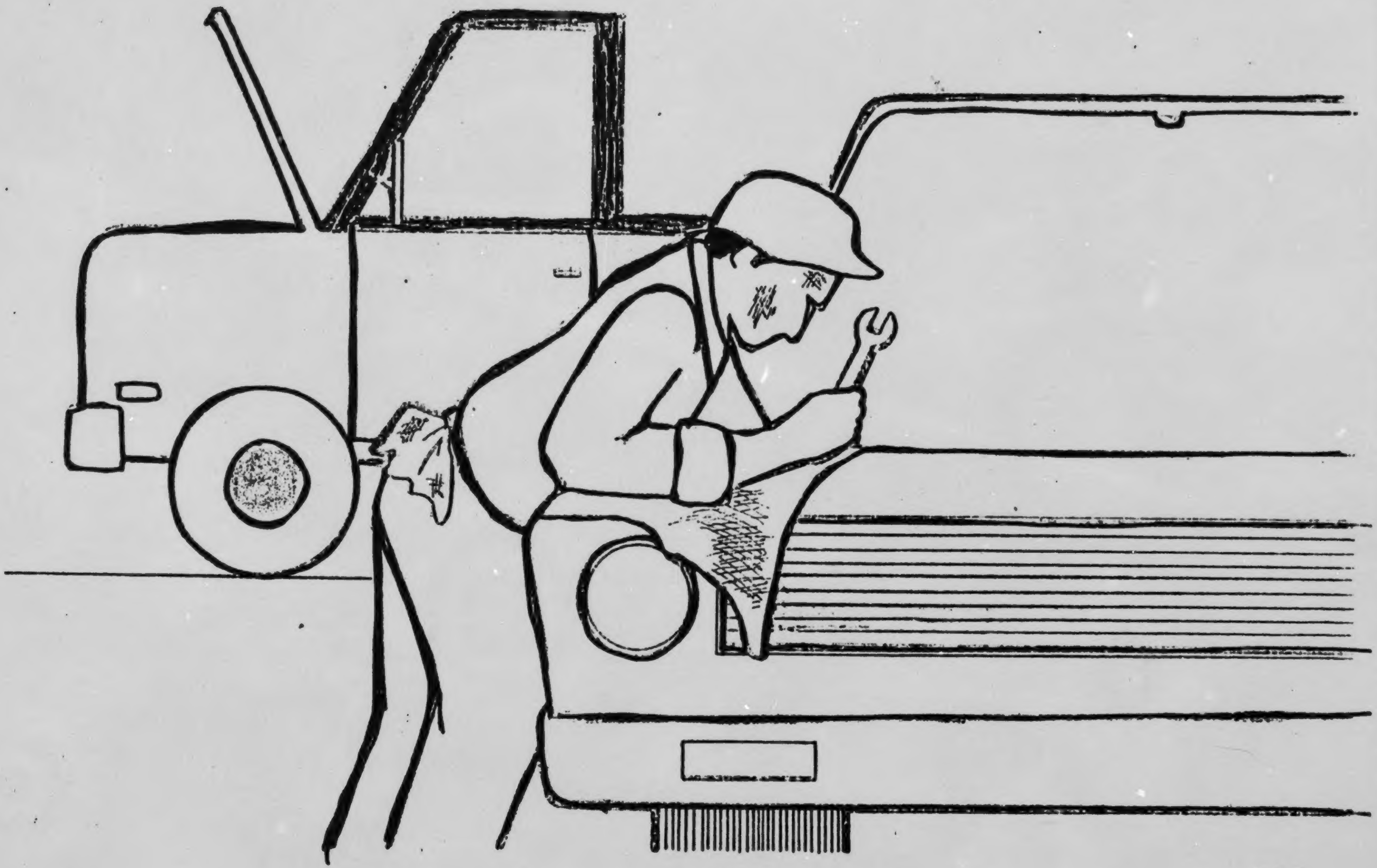

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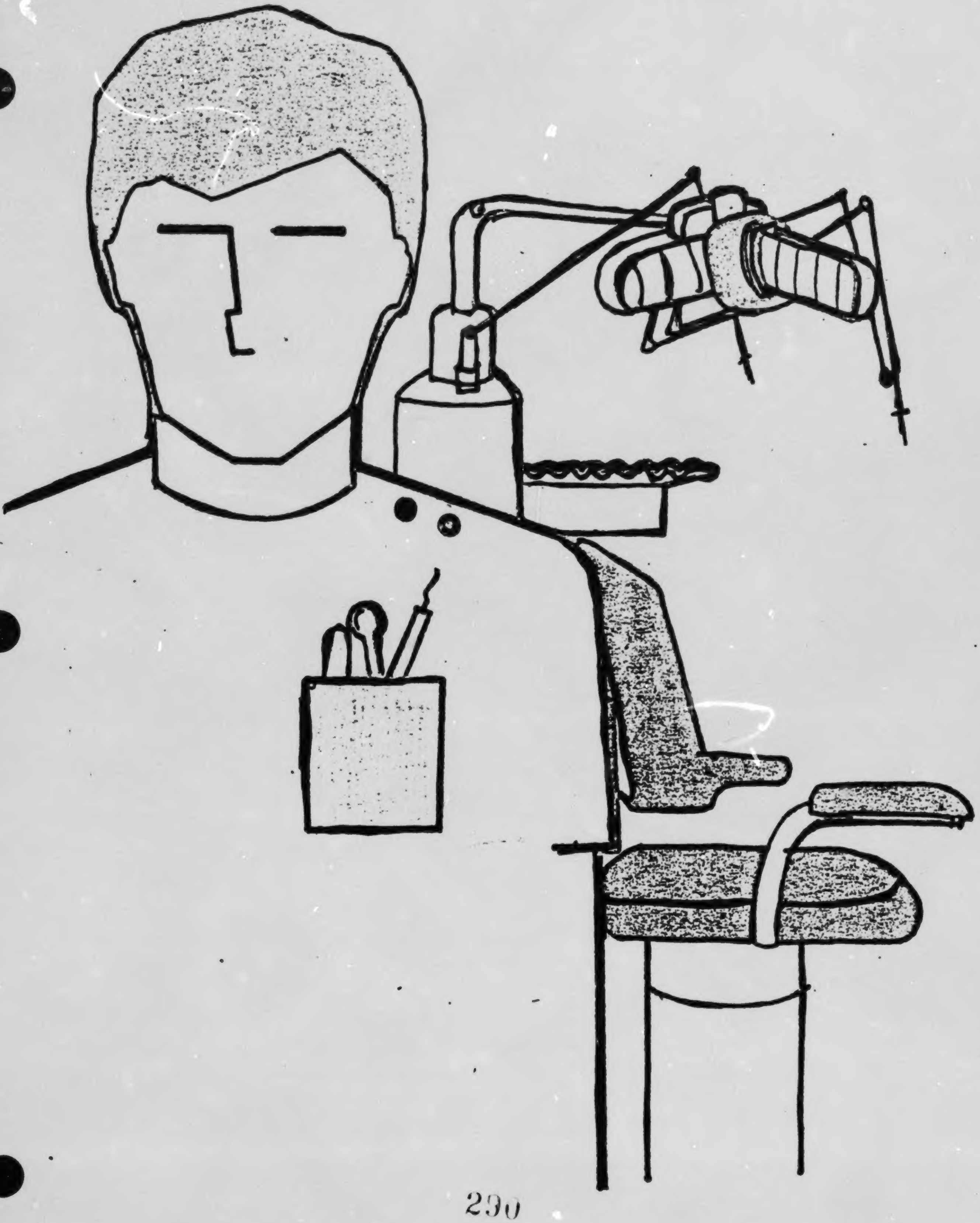

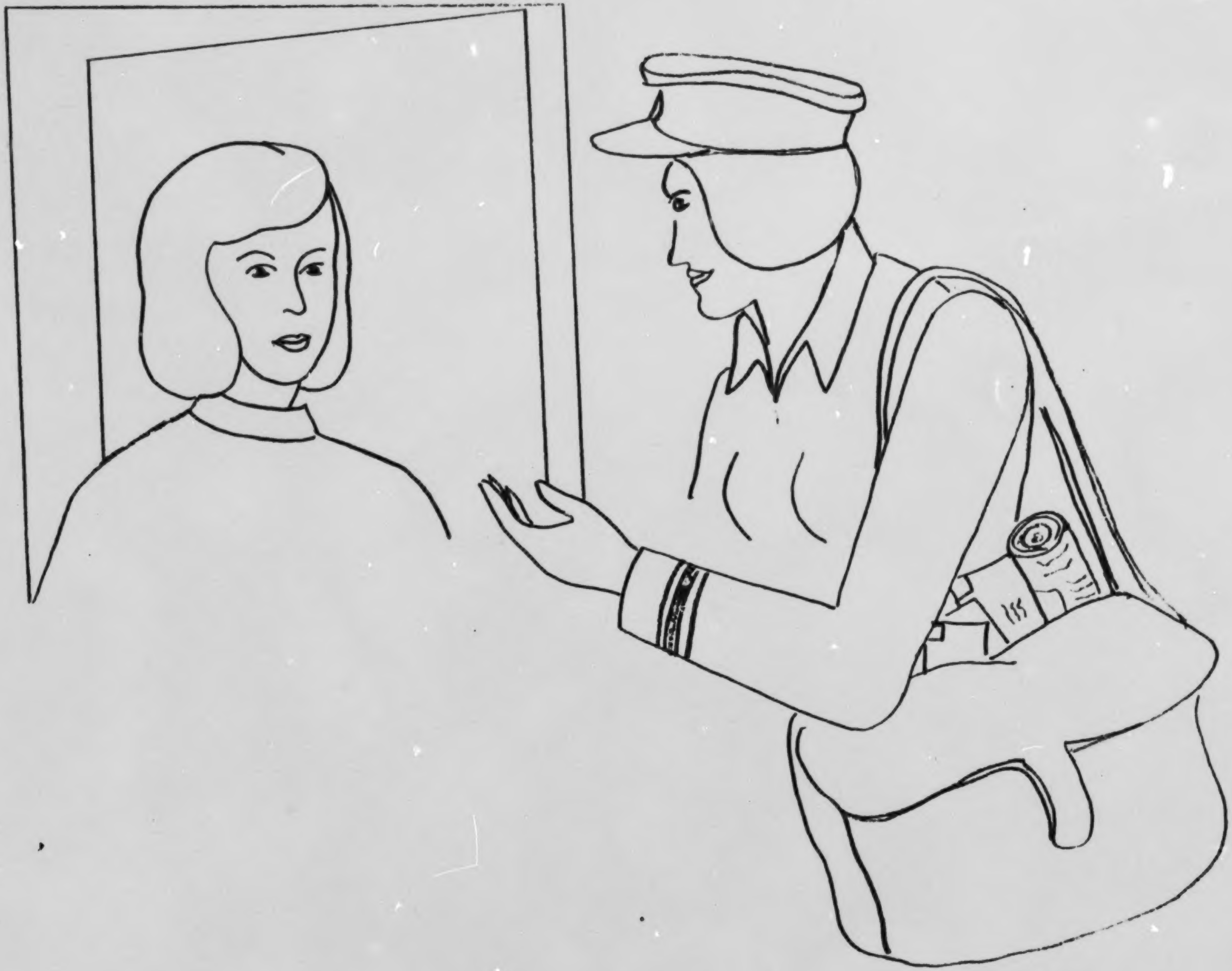

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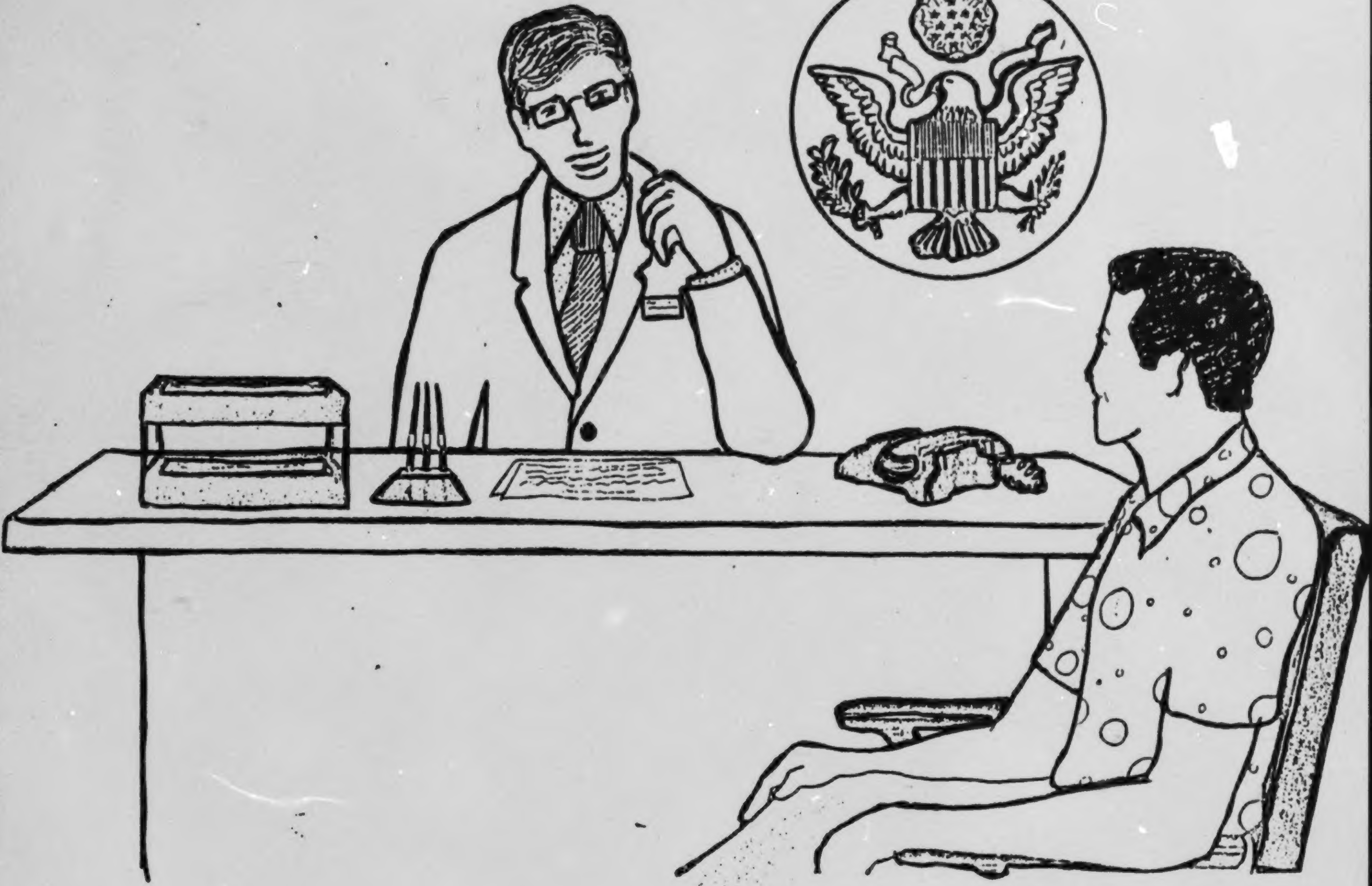
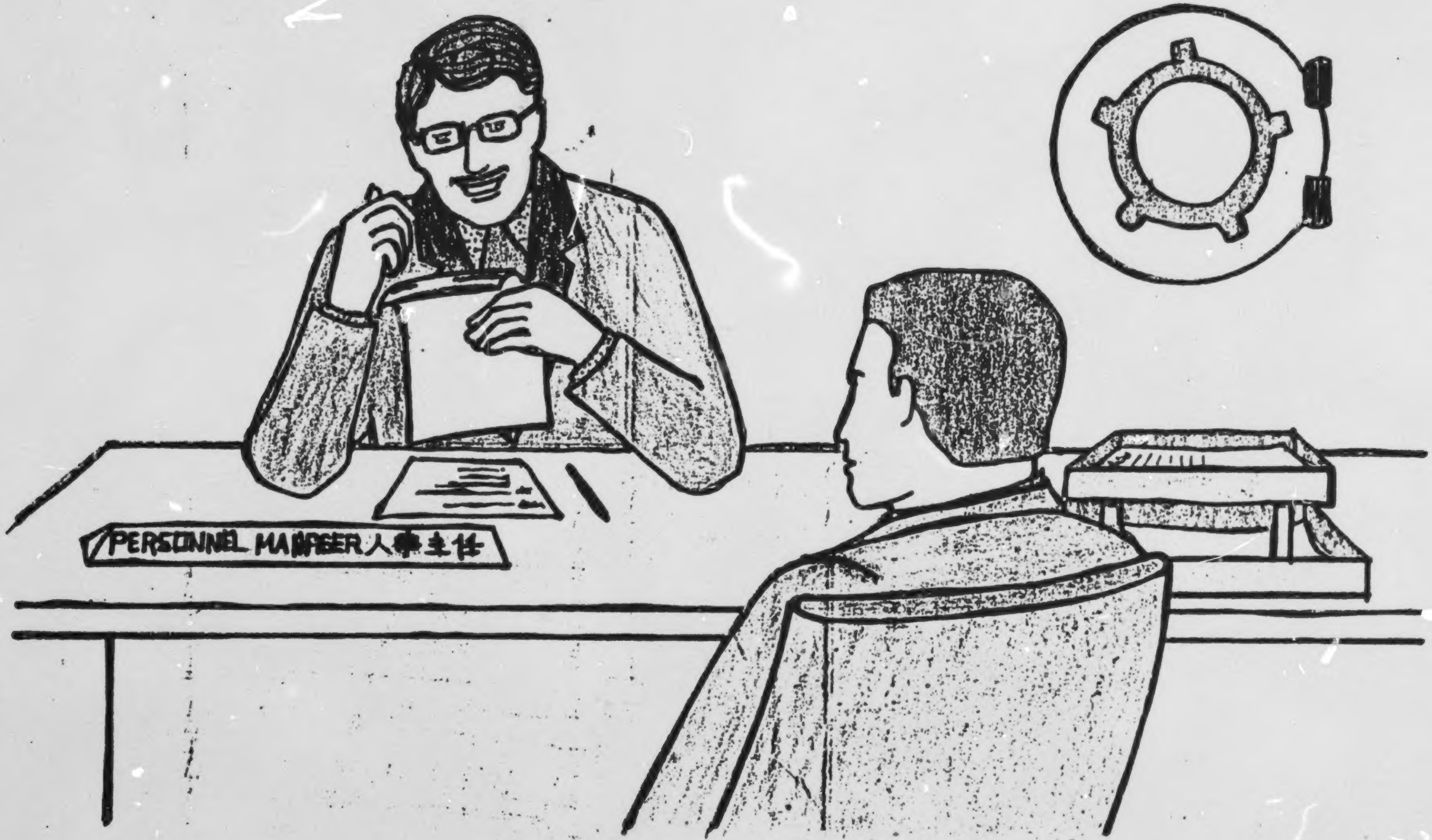
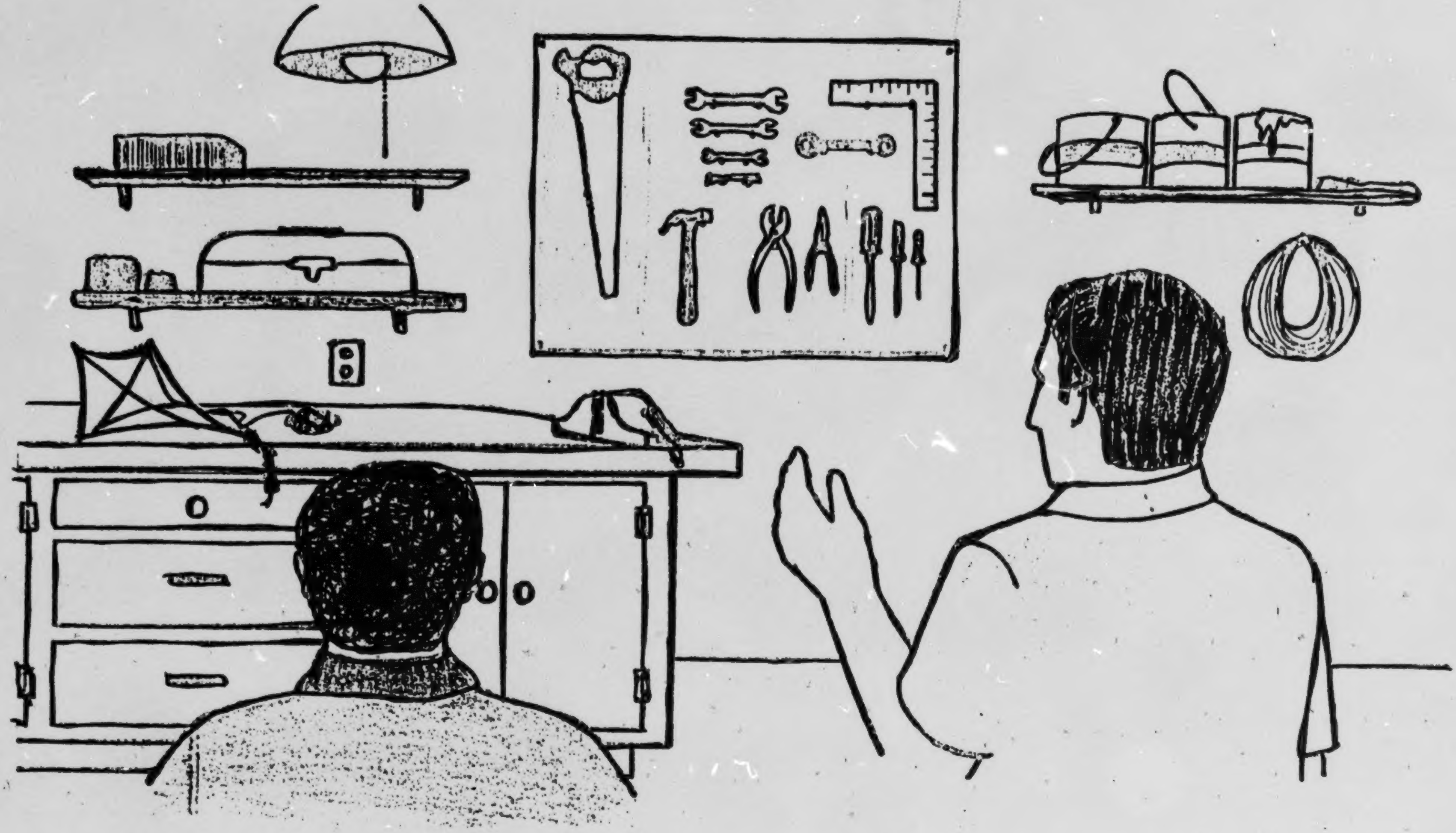
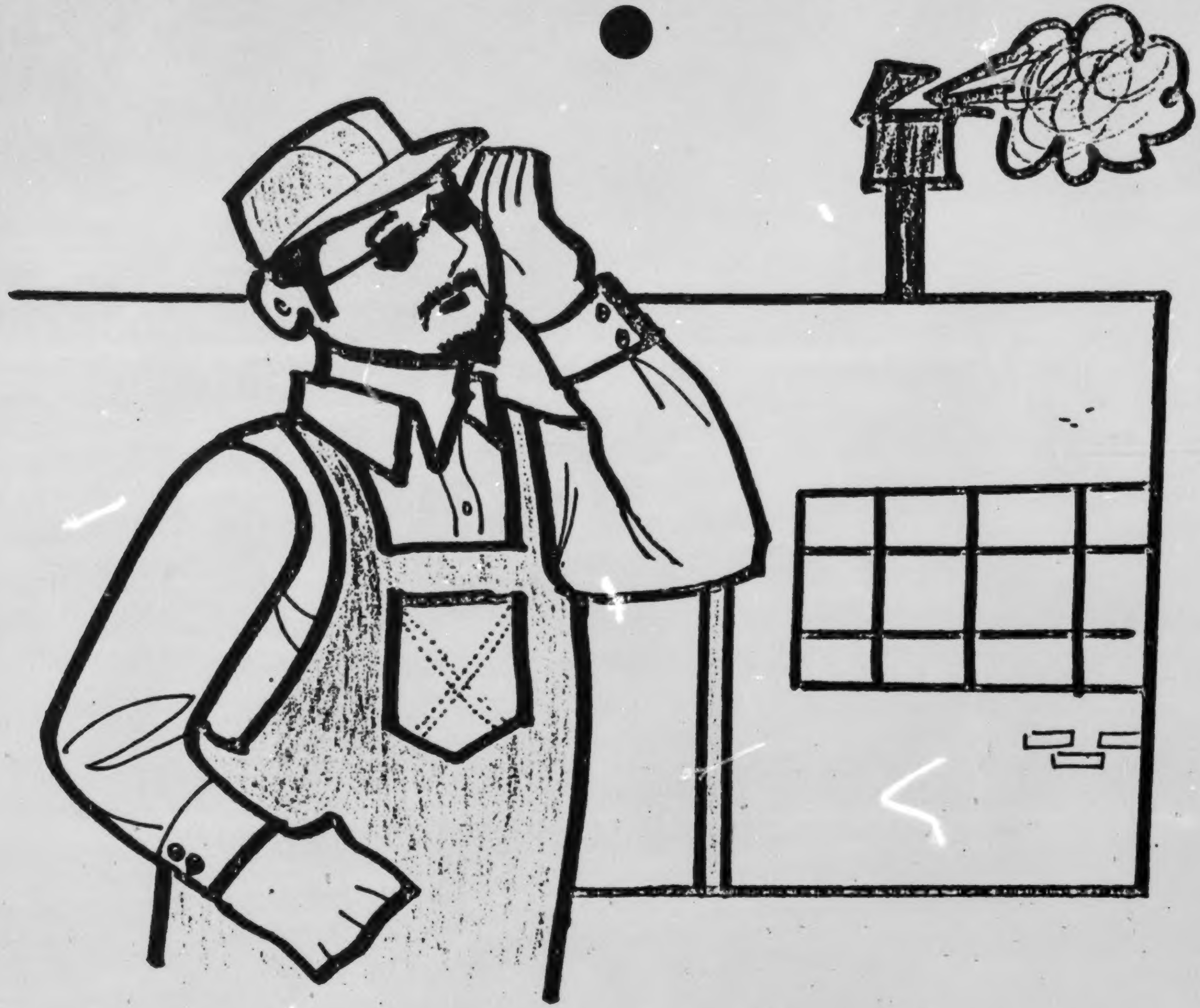
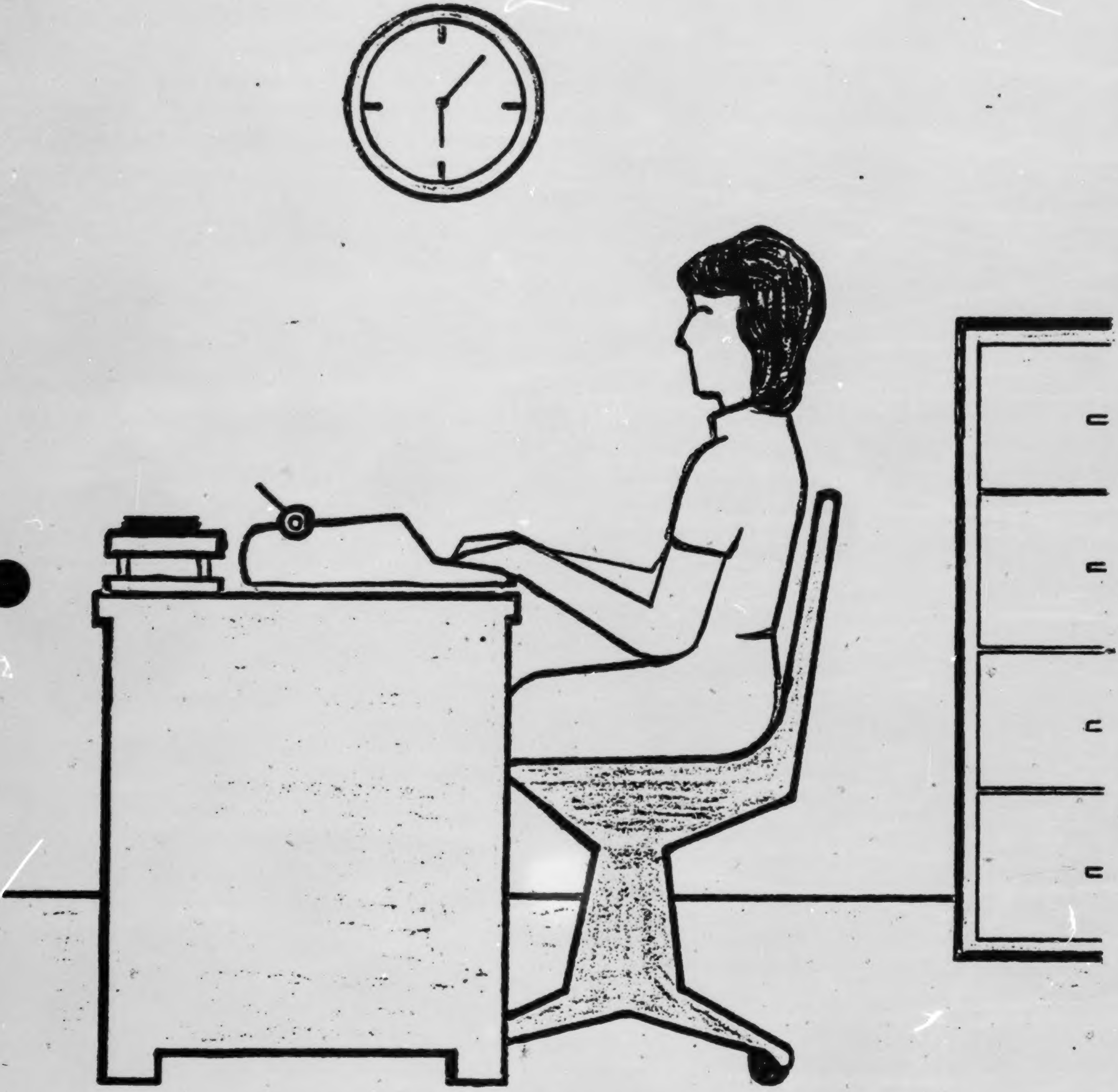
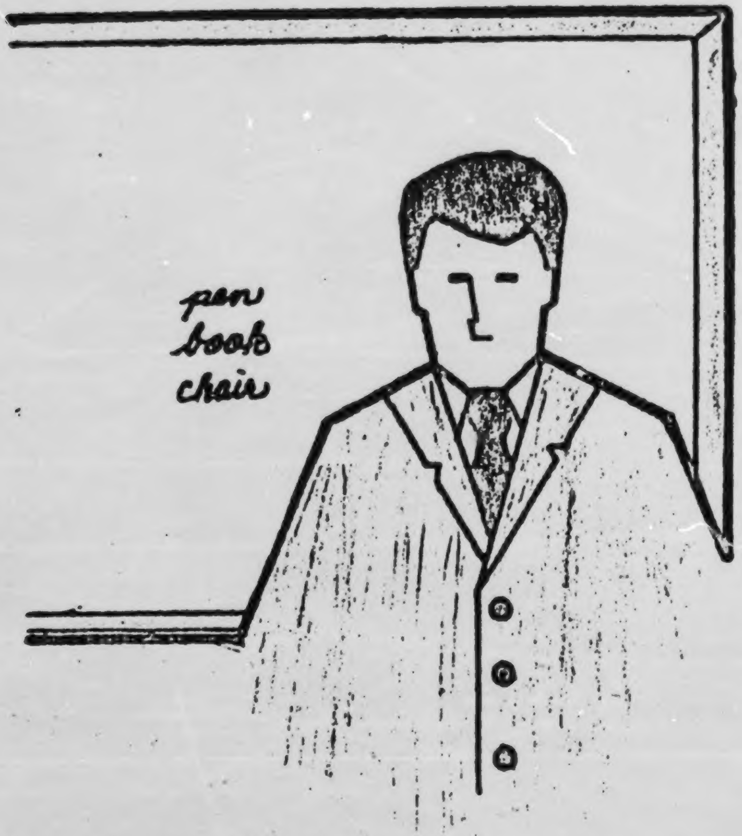



PERSONNEL MANAGER 人事主任





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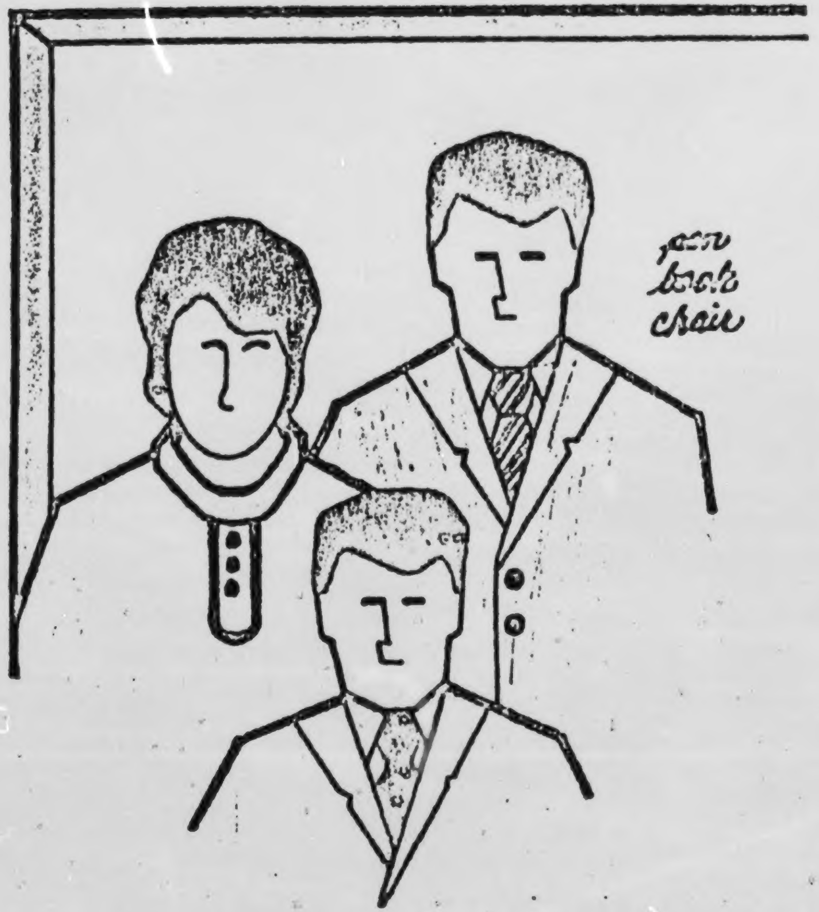
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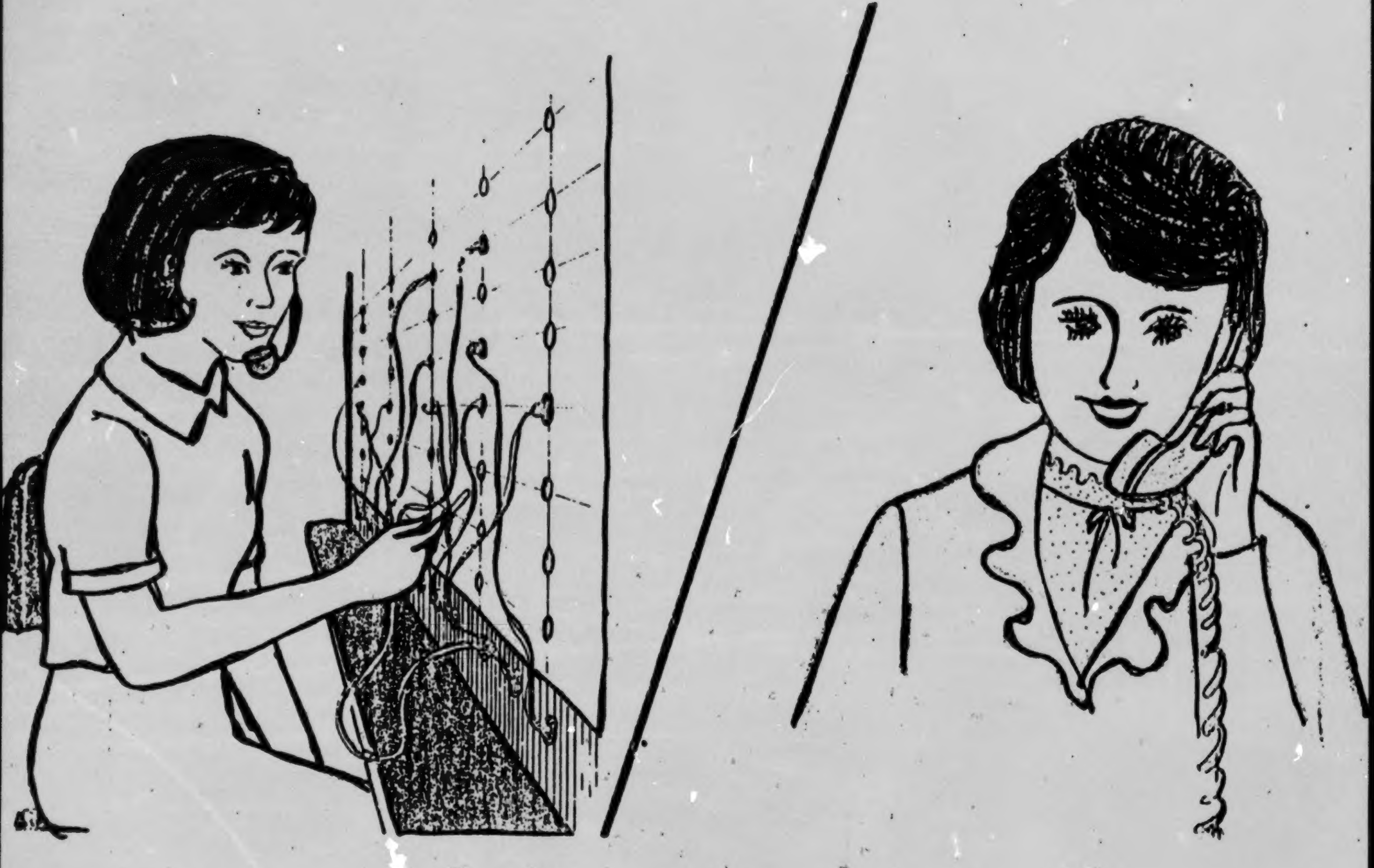
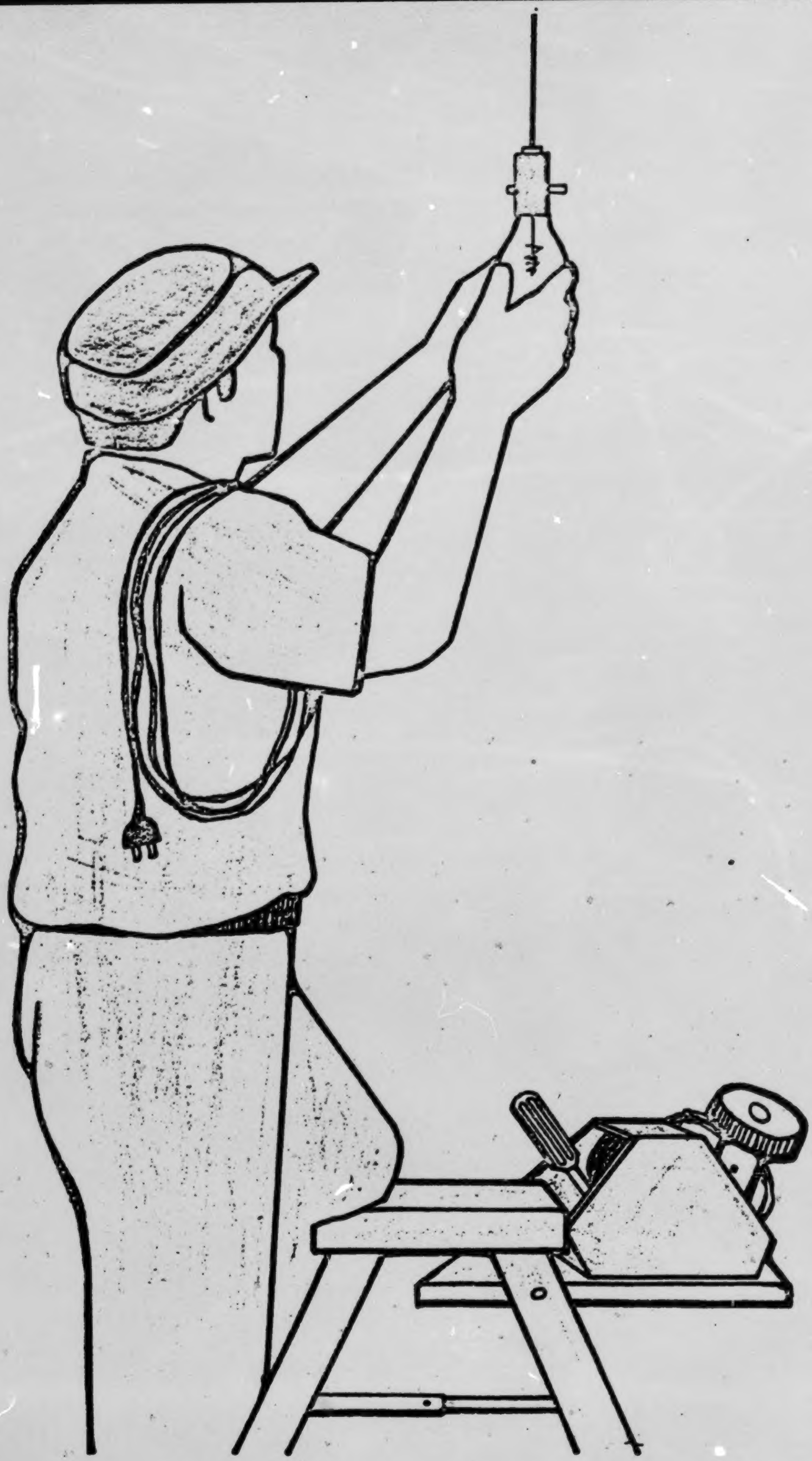
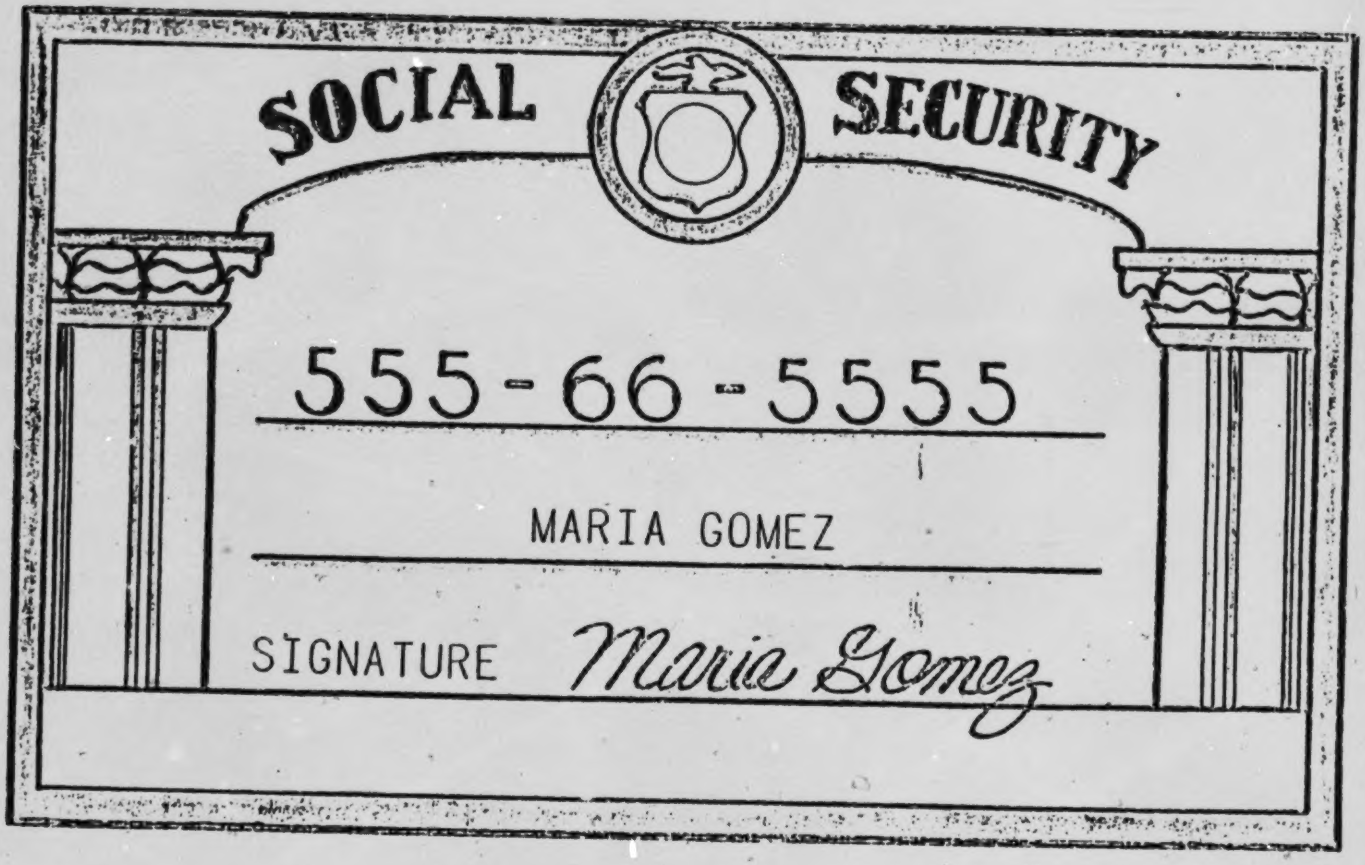




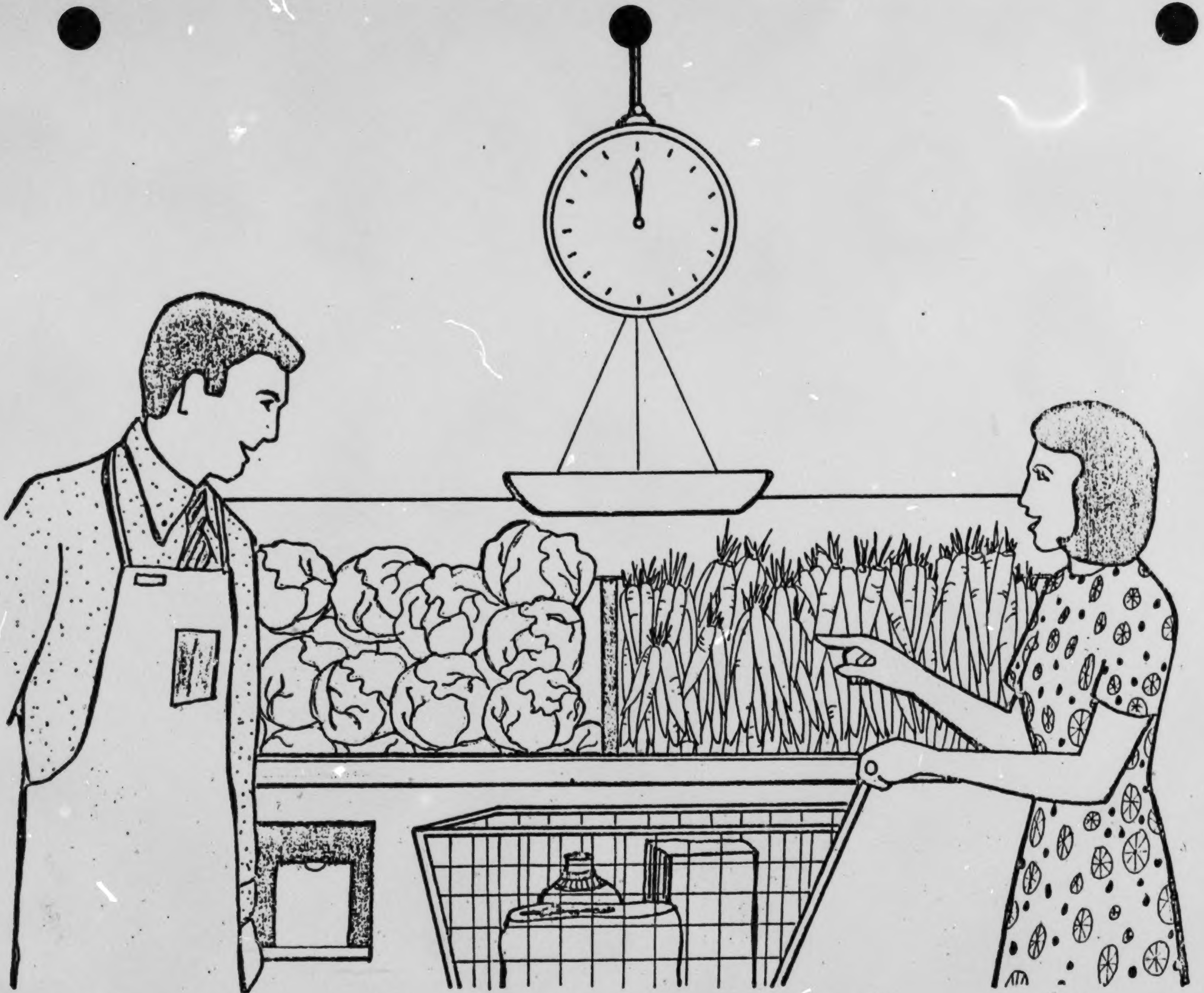


SOCIAL SECURITY

555-66-5555

MARIA GOMEZ

SIGNATURE Maria Gomez



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FORM W-2

WAGE AND TAX STATEMENT 19—

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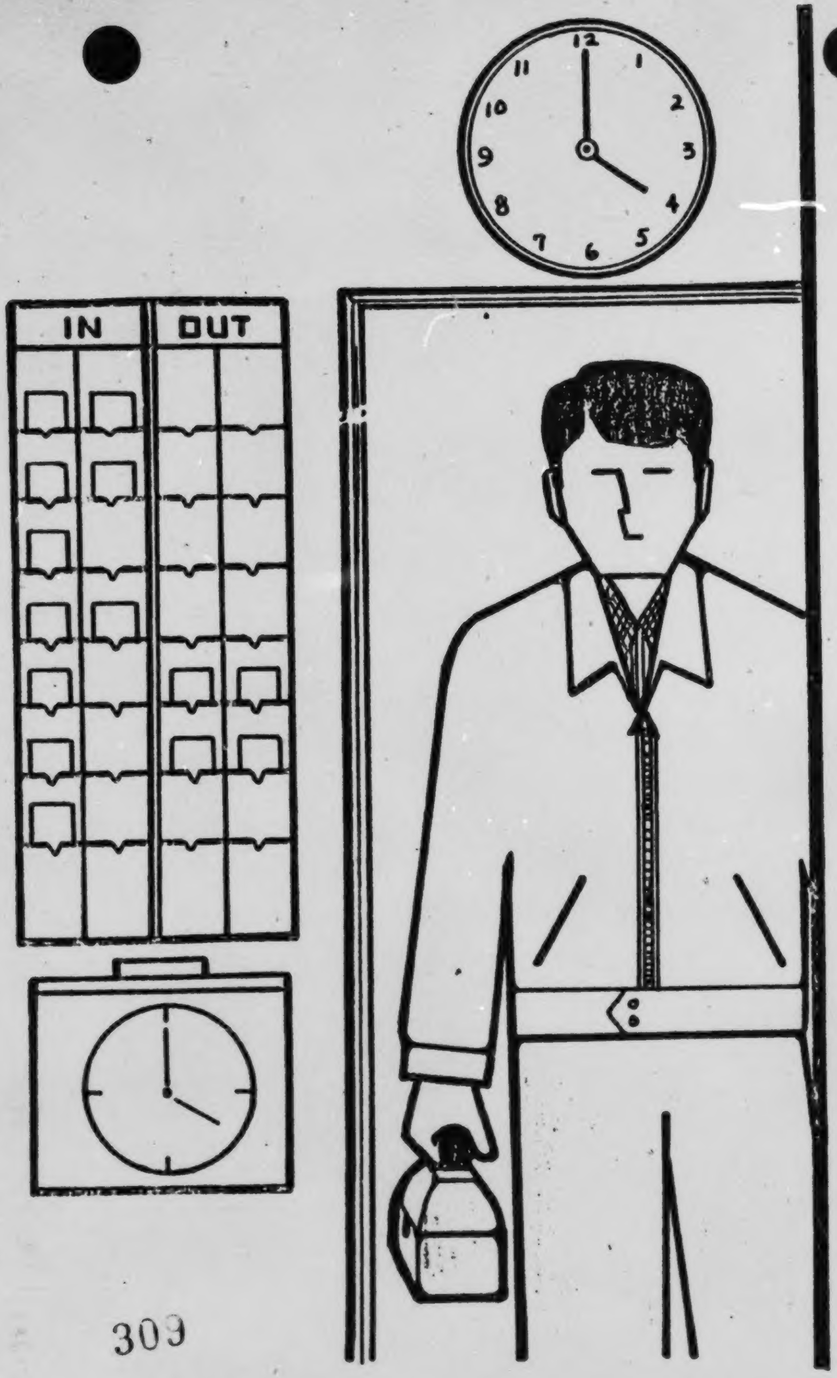
▼FEDERAL INCOME TAX INFORMATION		SOCIAL SECURITY INFORMATION		STATE OR CITY INCOME TAX INFORMATION		
1	2	3	4	6	7	8
EMPLOYEE'S SOCIAL SECURITY NUMBER ▷			5	9	10	11
			STATUS	OTHER INFORMATION		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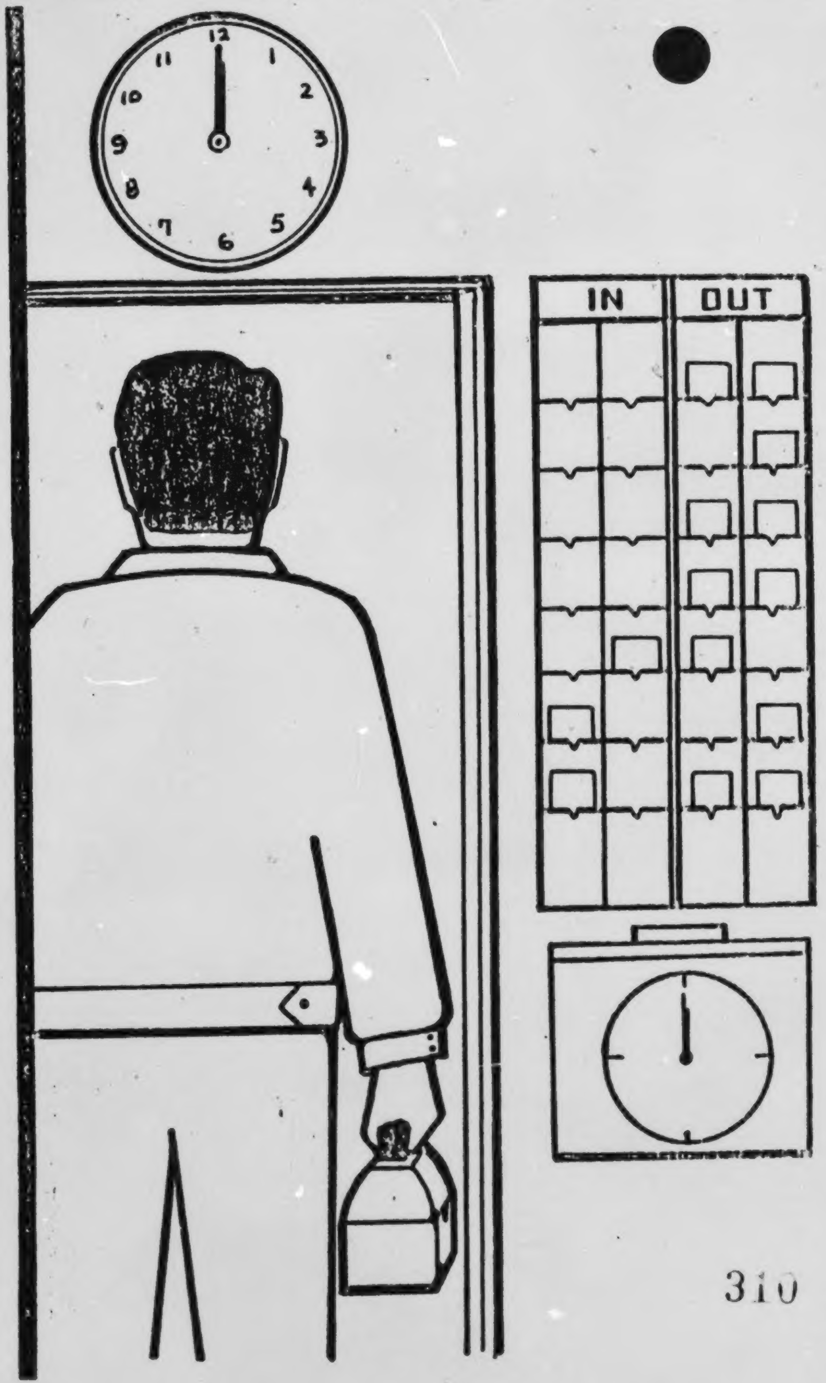
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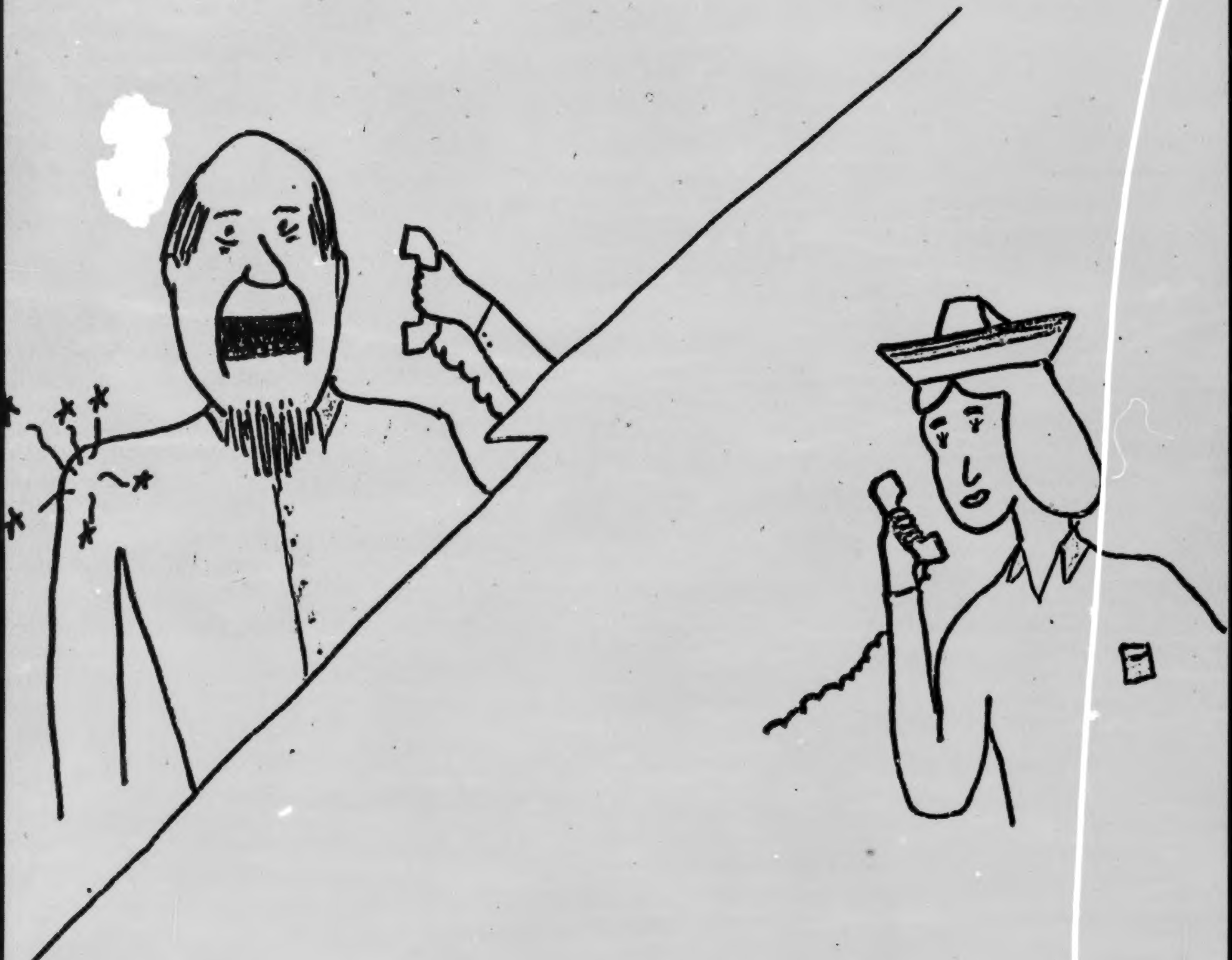

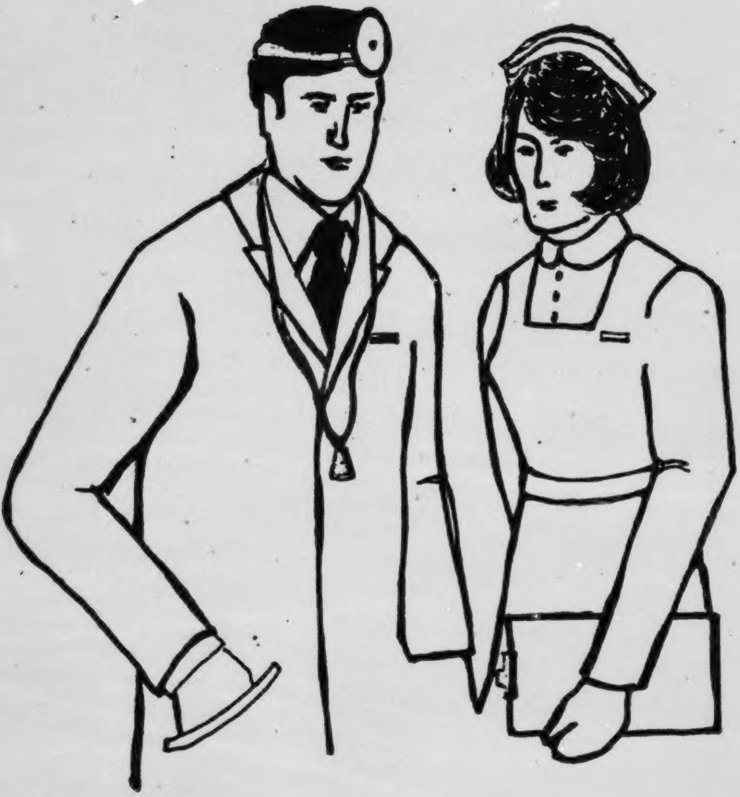

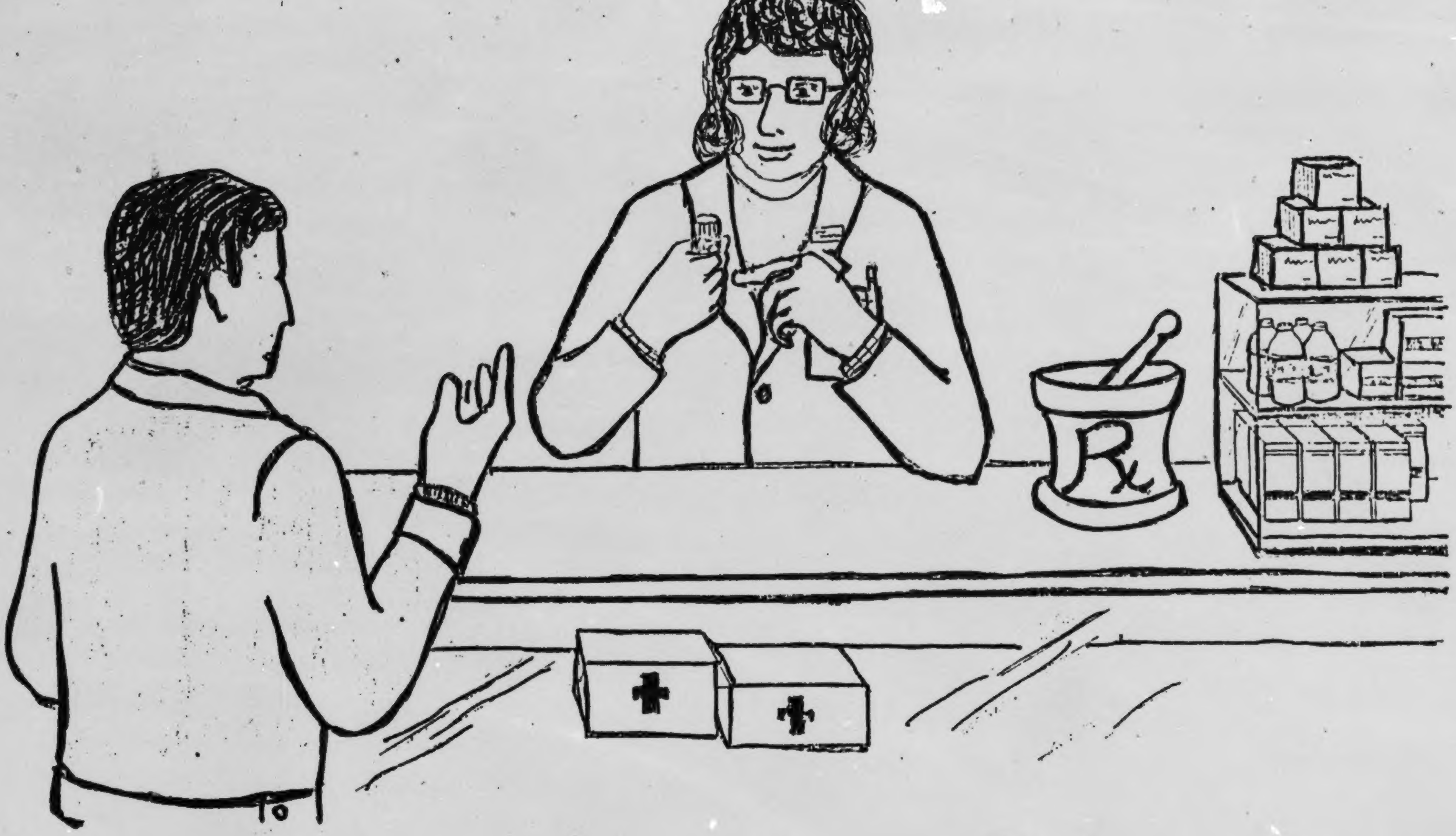
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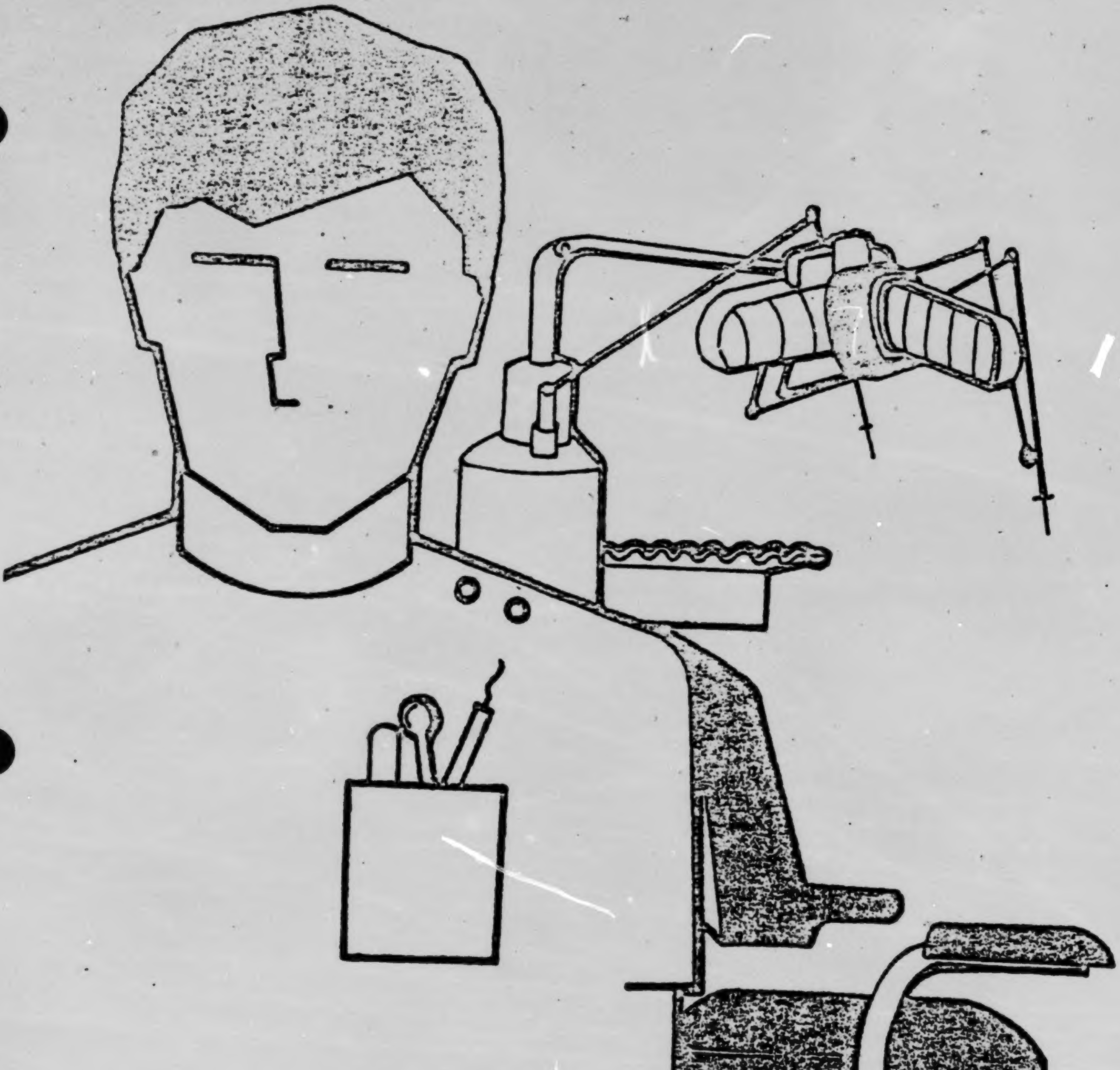

HEALTH UNIT

Introduction

The primary objective of this unit is to develop the learner's English language skills in the context of health and safety, i.e. the learner's ability to speak, understand, read and write sufficiently well to benefit from the recognition and application of good health and safety practices.

The difficulties that people of limited English speaking ability have in seeking out and gaining full benefits from the world of health resources are frequently due to their limited vocabulary and inability to use medical terminology.

This unit has proposed activities to develop the skills which will enable the learner to seek out the services and provide knowledge most beneficial to her/his life. Among these activities are the use of dialogs, situation-setting flannel board/picture groups, reading and writing exercises, outside speakers and field trips.

Getting Your Act Together

1. Read unit carefully.
2. Get the addresses and telephone numbers of all of your local health related agencies. If they have schedules of activities, public speakers or free pamphlets - get them for your students. (Public Health, Planned Parenthood, private Prenatal clinics, Mental Health centers, crisis centers, home health services, community associations, Red Cross, etc.)

   Find out how to handle emergency phone calls in your area. ("911" or "0")

   Poison Information Center-Toll Free 1-800-432-6866

   Bring in several containers of household cleaners, poisons, etc. to study poison information printed on containers.
3. Visit your American Red Cross Office. Pick up pamphlets on: First Aid, Water, Safety, Natural Disasters, etc. Many of the dialogues in the unit coordinate with the information in the pamphlets.

   Get information on availability and times of first aid, CPR, Swimming, etc. classes.

Planning the Outcomes

To develop a working vocabulary related to health, especially as it relates to basic medical and physiological terminology for accurate reporting of symptoms and following a doctor's directions in applying treatments.

To recognize how basic safety measures can prevent accidents and injuries.

To recognize and correct potential hazards in the home environment.

To identify medical and health services available in the community.

To review general child rearing practices and procedures for guarding the health and safety of a child and to apply proper action in accordance with need and resources.

To identify factors that contribute to good mental and physical health and to apply this understanding toward preventive care and health maintenance.

To apply first aid in emergencies and to inform proper authorities of sudden illness, various accidents or natural disasters.

To identify the major elements of a proper diet and to plan meals according to individual needs and resources.

To examine the use of legal drugs and the safety precautions to be observed and to introduce the concept of generic drugs.

To examine and expand on information based on measures to take to minimize accidents, the necessity to avoid unnecessary risk by experimentation and the resources available in case of poison accidents.

Beginning Objectives

The student will:

1. Recognize and recall the names of the parts of the body.
2. Develop the concepts of physical and mental health
3. Recognize the need for prenatal care.
4. Identify basic elements in nutrition.
5. Identify medical service resources in local areas.
6. Examine proper use of legal drugs.
7. Recognize safety measures to prevent home accidents and (hopefully) apply them.
8. Examine basic elements in first aid and identify community resources for specific training.

9. Discuss methods and strategies for utilizing good health and safety measures for their families.
10. Evaluate the benefits of the full range of community health care resources for their families.

Intermediate Objectives

The students will:

1. develop a health and safety related vocabulary.
2. recognize elements of a nutritious diet.
3. discuss the value of a balanced diet for good physical and mental health.
4. read and discuss need and value of immunizations and regular medical and dental check-ups.
5. recognize the importance of careful use of prescription and non-prescription drugs.
6. identify basic safety measures for living environment.
7. identify basic elements of first aid and become aware of first aid, CPR, etc. training available in local area.

Finding Out What Your Students Know

Pre-Post Test

Beginning

1. Name at least five parts of the body.
2. Name the basic food groups.
3. When you call the "911" number, what is the most important information to give?
4. How many hours of sleep do most people need?
5. Do you need to exercise?
6. Why do people brush their teeth?
7. Are health check-ups necessary? Why? Why not?
8. Should pregnant women see a doctor before the baby is born?
9. Where can you get free vaccinations for your baby?
10. Are dental check-ups necessary? Why? Why not?

Answers

1) Varies - accept all answers. Look for general vs. specific identifications.
2) Meat, Dairy, Breads and Cereals, Fruits and vegetables
3) Your address, the problem (fire, accident, robbery)
4) 6 - 8
5) Yes, it helps you to feel good.
6) Various - look for medical and personal hygiene answers.
7) Accept all answers. Look for awareness of preventive health measures.
8) Yes, to make sure mother and baby are fine.
9) County Health Department
10) Accept all answers - Look for awareness of preventive health measures.

Intermediate

1. Name at least 10 parts of the body.

2. Name the basic food groups.

3. Do most homes have poisons? If yes, name a few.

4. If you are not sure what is wrong with someone, should you give them first aid?

5. Where in your community can you learn first aid?

6. What should you do if you are outdoors in an electrical storm?

7. When you call the "911" number, what is the most important information to give?

8. Does your body need some fat everyday?

9. Do you need to eat alot of food? Or the right kinds of foods? John wants to lose weight. He decides to eat only meat. Is this a good diet? Why? Why not?

10. How do you stop bleeding?

11. If someone swallows poison, should you give him/her something to drink?

12. In an emergency, what is the most important thing to do?

13. Name the two types of health check-ups. How often do you need these check-ups?

14. Is mental health part of good health?

15. Name some safety precautions you can use to make your home safe.

Answers

1) Varies

2) Meat, Fruits and Vegetables, Diary, Breads and Cereals

3) Yes, examples: bleaches, drain cleaners, gasoline, etc.

4) No, you should check for breathing and bleeding then get help.

5) Varies, but mainly at the American Red Cross.

6) Lie flat on the ground and wait as long as possible.

7) Your address and the problem you're calling about.

8) Yes, your body needs some every day.

9) Accept all answers. Look for knowledge of need for balanced diet.

10) Apply pressure.

11) No, unless you are positive it is not a corrosive.

12) Remain calm. Don't panic.

13) Medical and dental check-ups, probably once a year.

14) Yes, it is a very important part of good health.

15) Varies. Look for awareness of danger area; poison, shock, fire, slippery area, and kitchen cooking; garage - organization; steps-handrails; bath tubs, junk on property, abandoned refrigerators, etc.

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Planning Your Instructional Strategies

ACTIVITIES

Body:

1. Have students repeat and locate different parts of the body.
2. Have students name parts of the body and have them give functions of the body. (ie., legs--walk)

Health: (Discussion questions)

3. What is good health?
4. Do people need to eat a lot of food?
5. Do you exercise everyday?
6. How many hours do you need to sleep?
7. Can too many problems make you sick?
8. Do you need to be clean to be healthy?

Nutrition:

9. Have the students name the food groups and classify foods they eat daily. (Make no value judgment.)
10. Have students write up menus, stress nutrition.
11. Discuss eating habits:
    a. Are candies really good for you?
    b. Can people be taught to eat more carefully?
12. Have students analyze what they eat in terms of good nutrition practices.

Doctors and Dentists:

13. Discuss the difference between a doctor and a dentist.
14. Show students how to find a doctor's or dentist's phone number and practice making appointments.
15. Discuss the differences in needs for check-ups for infants, children and adults.

Safety and Emergencies:

16. Have students discuss ways of improving home safety-- the ones mentioned in the unit and any additions the students can make.
17. Practice calling either "911" or "0" and giving emergency information.
18. Have students look up and write down the emergency numbers of their doctor, dentist, fire and police departments, etc.

19. Use pictures for or describe potentially dangerous situations and ask students what they would do.
20. Discuss natural disasters applicable to your area and ask students what they would do.
21. Practice describing symptoms.
22. Practice giving and taking directions (to accidents, homes, hospital, etc.)

Health:

1. What is health?
2. Discuss:
    a. How much sleep do adults need? Children?
    b. Is cleanliness necessary for good health?

Nutrition:

3. Have the students name the four food groups and discuss what foods make up the groups.
4. Have students define and discuss: proteins, fats, carbohydrates, minerals and vitamins.
5. Have students identify specific foods which provide carbohydrates, minerals, proteins, fats and vitamins.
6. Discuss:
    a. Which foods help maintain and build specific parts of the body? liver-blood; milk-bones)
    b. Why is breakfast important, especially for children?
    c. Is it bad to eat late at night?
    d. Is it good to let your children eat and drink: cokes, candy, juice, cookies or ice cream?
    e. Do people really need to learn what to eat?

Doctors:

7. Have students stage make-believe doctor's appointments. (Telephone call, symptoms, paying the bill)
8. Have students discuss childhood diseases (Polio, Diptheria, etc.) and also find out what side effects are associated with those diseases.
9. Ask your students the catagories that specialized doctors are placed in and if they know the names. (skin disease-dermatologist; baby doctors-pediatrician etc.)

Safety and Emergencies:

10. Discuss basic rules for taking medicines.
11. Discuss the "bother" of placing cleaning fluids away from children's reach.
12. Discuss poisoning and how to prevent it -- food, house plants, household cleaners, etc.
13. Discuss car chairs for children.
14. Stage potentially dangerous situations and discuss what should be done and in what order. (Burns, cuts, choking, fainting, convulsions, accidents, fires, etc.)
15. Have students learn basic medical terms (Shock, pain, pale, broken, cut, blood, etc.) and practice describing victims' symptoms and appearance.
16. Invite speakers (nutritionists, Red Cross workers, Health nurses,)
17. Visit local sites. (Hospitals, clinics, Red Cross, Family Planning, Health Department, etc.)
18. Discuss natural disaster procedures applicable to your area.

Sequential Progression

Vocabulary immediate	Application/Short-term	Implication/Long-term
Nutrition:		
Parts of body Needs of body Food groups	What food brings specific nutrients to body?	Healthy body heps you to concentrate, study and work better.
	***	
Safety:		
Causes of home accidents Types of home accidents Basic medical vocabulary	How to safe-proof your home. Bring fireman to class to discuss home safety. Learn First Aid - bring Red Cross member to teach.	By preventing can remain safe, know what to do in an emergency and live better.
	***	
Preventative Medicine:		
Nutrition Hygiene Stress Agencies Parts of body Immunization	Learn what your body needs. Learn about good nutrition. What can you do to give your body what it needs? Learn about health agencies in your community. Make your home safe.	By taking steps to insure good health and safe surroundings, you and your family will avoid unnecessary illness.

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Building the Vocabulary and Concepts

Beginning Level

Vocabulary

broken
health
twice
exercise
germs
busy
vitamins
minerals
bite
pain

continue
useless
disease
shots
gum
infections
cavities
loose
easier
injured

remove
dangers
alone
matches
guns
medicines
expensive
know
emergency
explain

1) Head
    - a) hair
    - b) forehead
    - c) eyes
    - d) cheeks
    - e) ears
    - f) chin
    - g) mouth

2) Mouth
    - a) lips
    - b) teeth
    - c) gums
    - d) tongue

3) Neck
    - a) throat

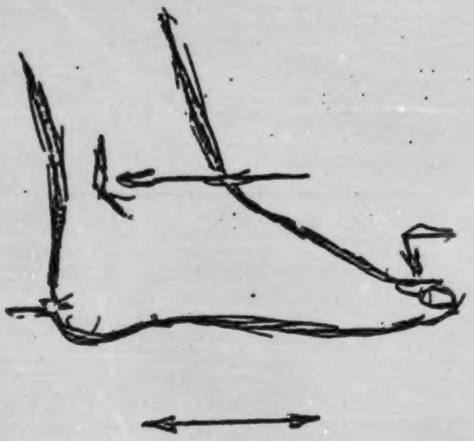
4) Arm
    - a) shoulder
    - b) elbow
    - c) forearm
    - d) hand

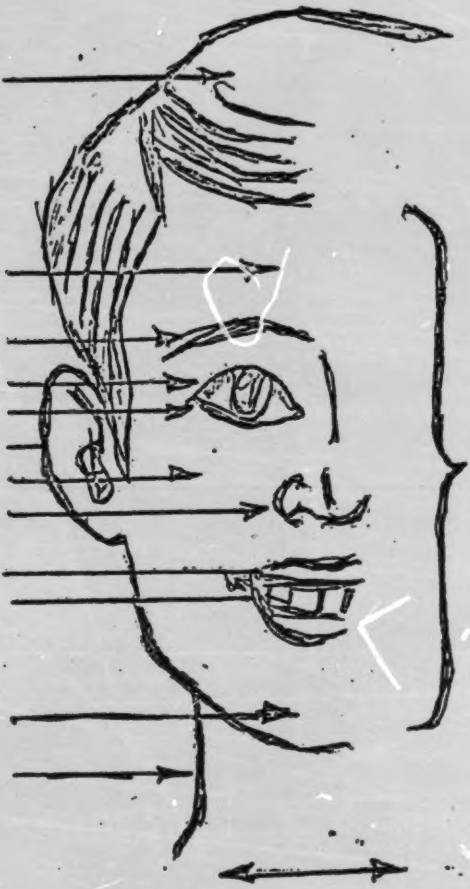
5) Hand
    - a) palm
    - b) fingers
    - c) thumb

6) Torso
    - a) chest
    - b) stomach
    - c) waist
    - d) hips
    - e) back
    - f) buttocks

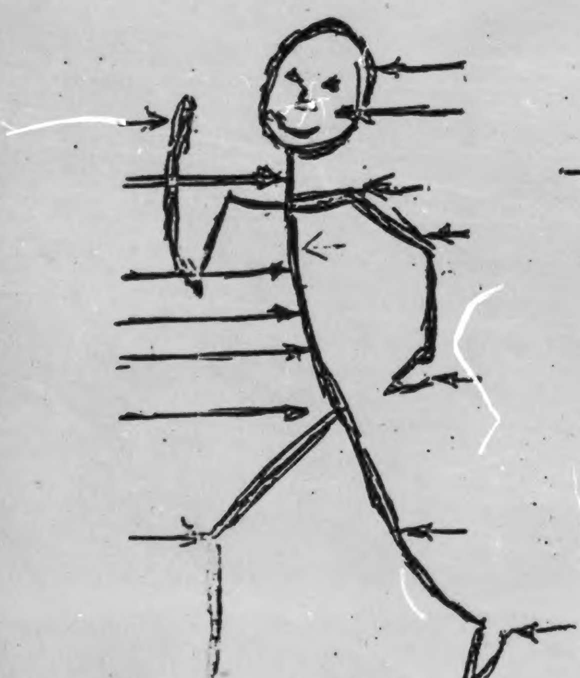
7) Leg
    - a) thigh
    - b) knee
    - c) shin
    - d) calf
    - e) ankle
    - f) foot

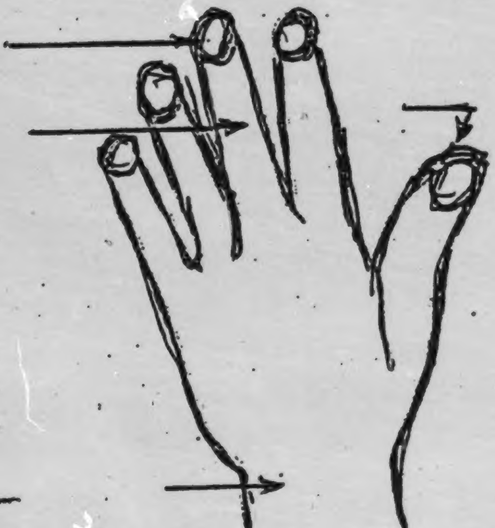
8) Foot
    - a) heel
    - b) arch
    - c) toes





1. Wrist
2. Hair
3. Leg
4. Fingernails
5. Nose
6. Heel
7. Elbow
8. Knee
9. Neck
10. Toes
11. Ankle
12. Face
13. Eyes
14. Forehead
15. Foot
16. Waist
17. Chest
18. Arm
19. Shoulder
20. Hand
21. Head
22. Fingers
23. Chin
24. Thumb
25. Mouth
26. Cheek
27. Ears
28. Lips
29. Hips
30. Teeth
31. Eyebrows
32. Stomach





Putting the Words and Ideas Into Action

Beginning Level

Dialogue:

Peter: Jack, what is this (pointing to head)
Jack: This is my head.
Peter: What is this? (pointing to forehead)
Jack: This is my forehead. What are these? (points to eyes)
Peter: These are my eyes. I see with them. What do you hear with?
Jack: I hear with my ears. What do I feel with?
Peter: You feel with your hands. What do I walk with?
Jack: You walk with your legs.
Peter: That's very good!

Sally: My leg is broken!
Mom: Broken! If your leg was broken you could not walk on it.
Sally: Well, it hurts.
Mom: Yes, but broken and hurt are different. Your leg hurts often, doesn't it? Maybe you need to drink more milk so your legs won't hurt.
Sally: Will milk stop the hurt?
Mom: Sometimes, but if it still hurts in two days, we will go see the doctor.

HEALTH

When you have good health, your body has nothing wrong with it and your mind is happy and relaxed. To keep healthy, keep clean. Wash your body and brush your teeth. Keep food clean and fresh and cook it carefully. Keep your house clean. Keep bugs out of your house and food. Exercise some every day. Walking and running are good ways to exercise. Most grown people need six to eight hours of sleep a day. Children need eight to twelve hours of sleep a day.

If you take care of yourself, your body will be able to get well fast if it is ever sick or injured.

1. What is good health? ______________________________

____

2. Name three things to keep clean. ______________________

____

3. What are some good ways of getting exercise? ____________

____

4. How much sleep should most grown people and children get?

____

5. Why are these things important? ______________________________

____

Child: Mom, where is my dad?
Mother: Your daddy is sleeping.
Child: Sleeping in the day?
Mother: Yes, he went to sleep late last night. He was tired. So now he is still sleeping.
Child: Poor daddy, he needs to rest. I feel awful when I am sleepy so I will let him sleep.

#1: Make sure you brush your teeth before you go to bed.
#2: Why?
#1: While you sleep germs are slowly making holes in your teeth. If your teeth have too many holes your teeth will hurt or fall out.
#2: I don't want to have a toothache or have my teeth fall out. I will always remember to brush.

#1: I feel fat.
#2: But you don't look fat.
#1: I think my body needs exercise, maybe that will help me feel good.
#2: I will exercise with you. What will we do? Let's go for a nice long walk everyday.
#1: O.K.

To be sure that your body is healthy, see your doctor for a check-up at least once a year. Children need to see the doctor at least twice a year or more. At the check-up, the doctor will listen to your heart, check your eyes, ears, and talk to you about yourself. He may ask you if you have had any pains. Tell the doctor how you have been feeling so he can help you to feel good.

Wife: It is time to take the children to the doctor.
Husband: How do you know?
Wife: I take them every year when school starts.
Husband: Are they sick?
Wife: No, I want to make sure they don't get sick. That is why I take them for check-ups.
Husband: That is a good idea. I will go, too.

Henry: I'm going to the doctor tomorrow.
Adela: Are you sick?
Henry: No, I'm going for a check-up.
Adela: What will the doctor do?

Henry: He will listen to my heart, check my bones, ears, nose, eyes, and just make sure everything is okay. He wants me to be healthy.
Adela: Sounds like a good idea.

CHILDBIRTH

When you find out you are pregnant, you must begin taking care of yourself and your baby right away. Prenatal care is very, very important.

Make a regular visit to the doctor or a clinic. The mother gets a check-up and the doctor listens to the baby's heartbeat. It is important to exercise, whether you have your baby by natural childbirth or not. Natural childbirth is having the baby without pain killers.

Women used to stay in the hospital a week after childbirth. Now they come home in a couple of days. It's exciting to have a child. It is also a happier time if the baby is planned.

PRENATAL CARE

Mary: Did you tell your family you are having a baby?
Joan: No, I'll tell them tomorrow.
Mary: You said that last week.
Joan: I wish I knew where I could get examined without having to spend too much money.
Mary: You can do what I did, call Planned Parenthood.
Joan: I'm afraid.
Mary: I'll call for you and get an appointment. You need to take care of yourself and your baby.

ILLNESS

Judy: George, the baby is hot.
George: How hot? A little hot or very hot?
Judy: Just in between.
George: Why don't you try half a baby aspirin and see if he gets better.
Judy: I will.
George: But if he doesn't get cooler, let's call the doctor.
Judy: I think that's a good idea.

George: Did the doctor give the baby medicine?
Judy: Yes, he gave the baby a shot of penicillin.
George: Will the baby get well?
Judy: Yes, the doctor said the baby had an infection.
George: Where is the infection?
Judy: In the baby's throat.

DOCTOR AND PATIENT

Doctor: How long have your been coughing?
Patient: For three days.
Doctor: Let me take your temperature. You have a fever. Your temperature is 100 degrees.
Patient: What shall I do?
Doctor: There is a great deal of flu in town. Take this prescription and have it filled. Try to rest and drink a lot of liquids.
Patient: Thank you. I wonder if the children understand about rest.

GOOD DIET

Tom: I only want coffee for breakfast.
Carla: Tom, that's not a good breakfast.
Tom: So, what should I eat?
Carla: Juice, eggs, toast.
Tom: Yuck!
Carla For lunch and dinner you should have meat or fish, vegetables, milk. Here read this. (Daily Food Guide)
Tom: Where did you get this?
Carla: The nurse at the clinic gave it to me.
Tom: Oh, Carla, -- you want me to get fat.
Carla: No, Tom, eat a little of each thing and you'll be healthy, not fat.

Discussion:

1. What did Tom have for breakfast?
2. Do you think Tom will improve his diet? Why? Why not?

For the human body to be healthy, we need to eat different kinds of food. By eating different kinds of food our bodies get vitamins and minerals they need to be healthy. We do not need to eat alot of food, just the right kinds of food. There are four food groups:

1) Meat and Fish
2) Vegetables
3) Breads and Cereals
4) Dairy products

Eating the right kinds of foods means eating a little food from all four groups everyday. By eating the right kinds of foods, we can be healthy.

"CARLA TRYS AGAIN"

Tom: I only want coffee for breakfast.
Carla: Only coffee? You can think better if you have breakfast. Today I will make you a cheese sandwich so you can eat it on the way to work.
Tom: O.K.

Child: Mom, I want cookies.
Mother: No, you cannot eat cookies now. We will eat dinner in half an hour.
Child: You are mean.
Mother: No, I'm not. I want you to be healthy. I want you to eat good food, not food that makes you fat and sick.
Child: Cookies do not make me sick.
Mother: I know, but you need to eat good foods first, if there is room in your stomach after that, you can eat ice cream.
Child: Oh, I like ice cream even better than cookies.

Your teeth are an important part of good health. See your dentist at least once a year to check for cavities and gum infections.

At the check-up the dentist will clean your teeth and check each tooth for cavities. He will also look at your gums to see that they are healthy. If you have cavities, the dentist will tell you to come back and visit him so he can fill them.

#1: Here look!
#2: What do you have?
#1: There is a black mark on my tooth.
#2: That is a cavity. You need to go to the dentist.
#1: What will he do?
#2: He will clean and fill the little hole so it won't hurt you.
#1: It doesn't hurt.
#2: But it will if you don't fix it.
#1: I better tell my mom.

#1: You always brush your teeth. Hurry up!
#2: But I need to brush my teeth carefully.
#1: You can brush your teeth better tonight, now just hurry.
#2: I need to brush carefully every time, it will only take me a few minutes if you'll leave me alone.
#1: O.K., O.K., but we're already late.

MEDICAL SERVICES AVAILABLE

Donna: Carol, did you know there is a clinic here where the children can get their shots?
Carol: No, where is it?
Donna: At the Public Health Center. The address if 575 South Alameda.
Carol: How much does it cost?
Donna: It's Free!
Carol: What days do they have the clinics?
Donna: Here is a paper from the clinic. It tells you the times and the days.
Carol: Thank you. I'm glad to know about the Free Clinic.

HEALTH
ENVIRONMENT department

DONA ANA FIELD HEALTH OFFICE Hours: Monday-Friday 8:AM-5:PM
575 South Alameda-1st floor S-Wing Lunes-Viernes 8:AM-5:PM
Las Cruces, New Mexico 88001

Bruce King
GOVERNOR

STATE OF NEW MEXICO

GEORGES GOLDSTEIN PH D
SECRETARY FOR HEALTH & ENVIRONMENT

IMMUNIZATION CLINICS Monday and Wednesday 8:AM-11:AM
(Vacunas) La Clinica Lunes Y Miercoles DeLas Ocho Alas Once

BLOOD PRESSURE SCREENING CLINIC Wednesday 12:30PM-3:30PM
Alta Presion de Sangre Miercoles Doce y Media Alas Tres y Media

WELL CHILD CLINICS--TUESDAY--BY APPOINTMENT ONLY CANCER SCREENING CLINIC--BY APPOINTMENT ONLY

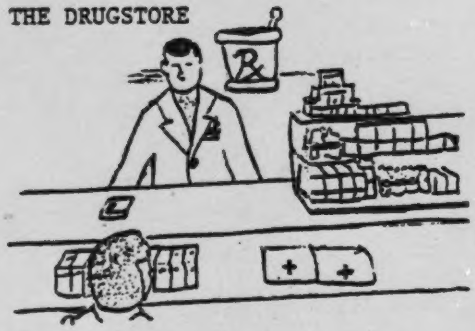
SEXUALLY TRANSMITTED DISEASES (VD) CLINICS Monday, Wednesday, Friday 1:PM-4:PM
Enfermedades Venereas Lunes , Miercoles, Viernes

ADDITIONAL IMMUNIZATION CLINICS

ANTHONY	CATHOLIC HALL	FIRST THURSDAY OF MONTH	9: AM
HATCH	YOUTH CENTER	THIRD TUESDAY OF MONTH	9: AM
SUNLAND PARK	SUNLAND PARK HEALTH CLINIC	FIRST FRIDAY OF MONTH	9: AM

-------------------------FOR MORE INFORMATION, CALL 526-6617-------------------------

IN THE DRUGSTORE



Mrs. Kim is at the drugstore. She has a prescription for some medicine.

Clerk: May I help you?
Mrs. Kim: I want to get some medicine.
Clerk: Go to the pharmacy section
Mrs. Kim: Where is it?
Clerk: It's in the back.

CARE OF DRUGS AND SAFETY MEASURES

Mark: Put those aspirins away
Teri: I put them on the table.
Mark: The baby could get them.
Teri: He can't reach the table.
Mark: Yes, he can. He can climb on a chair, put them in a safe place so he can't eat them and get sick.

ON WITH SAFETY

Paul: Maria, I hope you won't mind if I clean out the cabinet under the sink.

Maria: Why, Paul?

Paul: While you were visiting your mother this morning, little Paul crawled over and got the door open.

Maria: Oh Paul, I have so many cleaning things under there. I don't know what is in them.

Paul: Yes, he could get some in his mouth and get poisoned.

Maria: I'll help you. We'll do it together.

More people are hurt in their homes than any other place. It is important to find and remove dangers from your home. There are many ways we can make our homes safe. Here are a few ways:

1. Don't smoke in bed.
2. Keep guns locked away.
3. Don't let children play with matches.
4. Keep medicines away from children.
5. Keep household cleaning supplies away from children.
6. Fix broken steps.
7. Clean up junk and trash in your yard.
8. Keep your house clean to prevent accidents.

FIRE HAZARD IN KITCHEN

Joe: Ana, you and I haven't been careful in the kitchen.

Ana: What do you mean?

Joe: Well, the paper towel rack is right over the toaster. Let's move the rack.

Ana: O.K. Let's put the match box higher up, too. I'm afraid young Joe might try to reach it.

Joe: Good idea: Tell me if you see anything else that could cause a fire.

EXTENSIONS

Joe: Honey, I can't find where the radio cord is.

Ana: Look under the rug. See if it is there.

Joe: I found it. Say, the radio plug, the alarm clock and T.V. are all on an extension plug. That's too much.

Ana: Really? I never thought about it.

Joe: We could have a good fire, no I mean a bad fire.

Ana: Change them, Joe, change them! I'm afraid of fires!

FIRST AID

First Aid is immediate action taken to treat a person who has been injured or who is sick. Acting quickly and carefully are most important in First Aid.

In many areas, the emergency number "911" is a phone number everyone can use. By calling "911" you can call the police, fire department, and other help. If an emergency happens, call "911" and explain what happened and they will send help. If you do not have "911" in your area, dial "0" for the operator.

#1: Come quick!
#2: What happened?
#1: My grandmother fell down. I need help.
#2: Is she hurt?
#1: She looks like she's asleep.
#2: I'll call "911" and then come help you.
#1: You better call the ambulance.
#2: "911" will send all the help we need.

#1: How do you get to the hospital?
#2: Why? What is wrong?
#1: Nothing. I want to know just in case I have to go there one of these days.
#2: Well, the fastest way to get there is to drive east on University Avenue, across the freeway. You will see a large building on the left hand side, turn left on Telshor and drive to the hospital.
#1: That's easy.

EMERGENCY NUMBER - For health or safety emergencies

Joan: Police Department? Help-somebody is breaking into my apartment.
Police: Who are you and where do you live?
Joan: I am Joan Cummings and I live at the Crestridge Apartments, 115 East Madrid, Apartment 5. Hurry!
Police: We'll be right there.

Joan: There is an accident outside my house.
Operator: Please give me your name, street, and number.
Joan: This is Joan Cummings, I live at 501 North Boutz.
Operator: We'll send help right away.

Building the Vocabulary and Concepts

Intermediate Level

Vocabulary

excercise
relaxation
freedom
germs
scientist
nutrients
proteins
carbohydrates
fats
minerals
vitamins
junk food
awful
diet
little bit
variety
proportions
determine
sound body
resist
disease
alert
steady nerves
nutrition
acid
rescue
visible
positive identification
telephone party
specific action
join
stitches

stress
immunization shots
innoculations
protect
brain damaged
health department
check-up
cripple
blind
cavities
continue
useless
loss
starting
easier
remember
appointments
make-believe
injured
recognize
household hazards
remove
handrails
stairs (stairways)
basement
source of danger
probable
corrosive
unique
calm
bandage

porches
cords
electrical outlet
matches
flammable liquids
tools
replace
precaution
stray animals
rabies
minor repairs
orderly
puncture
foam
immediate action
treat
critical factor
time gap
further injury
relieve pain
limits
emergencies
natural disasters
blizzards
hurricanes
artificial respiration
applying pressure
accurate information
situation
necessary
register

PARTS OF THE BODY

1) Head
    a) hair
    b) forehead
    c) temples
    d) eyebrows
    e) eyelids
    f) eyelashes
    g) eyes
    h) cheeks
    i) nose
    j) ears
    k) jaw
    l) chin
    m) mouth

2) Mouth
    a) lips
    b) teeth
    c) gums

3) Neck
    a) throat

4) Arm(s)
    a) shoulder
    b) armpit
    c) upper arm
    d) elbow
    e) forearm
    f) wrist
    g) hand

5) Hand(s)
    a) wrist
    b) back of hand
    c) palm
    d) knuckles
    e) thumb
    f) fingers
    g) fingernails

6) Torso
    a) shoulders
    b) chest
    c) back
    d) waist
    e) stomach
    f) hip
    g) buttocks

7) Leg(s)
    a) thigh
    b) knee
    c) shin
    d) calf
    e) ankle
    f) foot

8) Foot (feet)
    a) heel
    b) arch
    c) ball
    d) toes
    e) toenail

Putting the Words and Ideas Into Action

GOOD NUTRITION

When your body is clean, well-fed, exercised, rested and doesn't hurt and your mind is relaxed, you are probably in good physical and mental health.

To stay healthy, keep your body, clothes and home as clean as possible. Take a bath often, wash your hands before eating and brush your teeth at least twice a day.

Most adults need six to eight hours of sleep. Children need eight to twelve hours of sleep each day.

Just as the body needs rest, it also needs exercise. Some people like to walk, others run or swim. Whatever kind of exercise you like is not important. What is important is that you exercise.

Relaxation and freedom from stress are important to mental health.

A combination of rest, good exercise, cleanliness and relaxation are all important for a healthy mind and body.

Scientists have found that the body needs about 50 different nutrients. All these nutrients are necessary for the body to be healthy. These nutrients are called proteins, carbohydrates, fats, minerals and vitamins. You can get all these nutrients by eating a variety of foods. You do not need to eat alot, just average portions, but from the four food groups.

1) Dairy Group - this group includes: milk, ice cream, cheese, cottage cheese - you need two or more servings
2) Vegetable-Fruit Group - this group includes: apples, chile, oranges, tomatoes, corn, squash - you need four or more servings
3) Meat Group - this group includes: hamburger, eggs, peanut butter, fish beans, chicken - you need two or more servings
4) Bread-Cereal Group - this group includes: bread, cereal, rice, spaghetti - you need four or more servings.

The foods your mother ate before you were born and the foods you have eaten since birth have all had an effect on your body. The kind and amount of food you eat affects your growth, your weight, your energy - your general health.

Foods help:

1) You keep younger looking and acting
2) You build a sound, healthy body.

3) your body resist disease and get well faster

4) keep you mentally and physically alert.

5) you keep steady nerves.

6) you enjoy life.

Discussion activities on Nutrition to be integrated throughout the section.

1. There are many different types of foods that are nutritious. What foods do you like to eat that are:

   a) Dairy products?
   b) Vegetables and fruits?
   c) Meat and other proteins?
   d) Breads and cereals?

NOTE TO TEACHER: Accept all contributions without making value judgments.

2. What foods would you like to eat if you could spend more money on food?

3. What foods do you eat when you are trying to stretch your food budget?

   (For example: pinto beans, peanut butter, cheese,
   potatoes, macaroni/spaghetti, etc.)

4. Food from all four food groups are necessary for a balanced diet. Why is a balanced diet important?

   (1. Get all vitamin, mineral, protein, carbohydrate, etc., elements. 2. Good body growth. 3. Weight control. 4) disease control. 5) General good health. 6) Results of these: less time lost to sickness (job productivity); mental acuity, stamina, better control over life happenings, emotional well being, feeling good, etc.)

5. All of us can improve our eating habits. What can you do to improve yours?

   (Cut down junk foods, make sure we eat foods from each food group daily, plan meals more carefully, plan food budget (refer to consumer economics unit), etc.)

6. While good nutrition is important to good health, it is only one part of it. Exercise and/or physical activity is also very important. What kinds of physical activities do you like to do?

   (Swimming, walking, dancing, bicycling, yardwork, sports in general, etc.)

7. What activities do you do?

   (Work, farm, housework, labor, etc.)

8. Do you want or need to do more physical activities? If yes, what?

9. Discuss building a plan for increasing physical activity. (Perhaps a group in your class would like to get together to exercise.)

10. Most of our activities are for other people who are important to us. For example: we work to earn a living for our family, and do a service for our employer; we keep a clean house and a neat yard for our family; and we volunteer in church and community activities to help our neighbors and friends. What do we do to help ourselves? If we want to be helpful to others, taking care of ourselves comes first. How do you take care of yourself?

NUTRITION AND EXERCISE

Paul: Hi Ann, how are you?
Ann: Hello, Paul, I am fine thank you. How are you?
Paul: I am feeling fine now.
Ann: Were you sick?
Paul: I was always tired, so I went to see the doctor. He told me that I needed to exercise.
Ann: But now you should really feel tired.
Paul: No, I feel better because my body is getting exercised.
Ann: I have been feeling tired, too. Will exercise help me?
Paul: Yes, the doctor said everyone needs exercise.

Mother: Tommy, come and eat. Supper is ready.
Tommy: Here I am, let's eat!
Mother: Before you eat, wash your hands.
Tommy: Why?
Mother: Because you were playing in the dirt, and with the dog. You have germs and germs can make you sick.
Tommy: Germs! I can't see germs, I don't think I have any.
Mother: Even if you can not see them everyone has germs, so go wash.

James: Alice, your dinners are making me fat. This big stomach of mine was once flat.
Alice: I can't help it if I am a good cook and you like to eat too much.
James: Then, maybe we need to start doing some exercise.
Alice: But I am too busy.
James: If we take a walk together for 15 minutes everyday, after work that will help us not to get fat, and give us time to relax together.
Alice: Good idea! I like that. We are so busy, we don't do very much together. Besides, my new dress fits too tight.

Sue: I feel very good.
Helen: Why?
Sue: I finished my exercises. I always feel good after I exercise.
Helen: I wish I had time to exercise. I am always busy.
Sue: I am busy, too, but I know it is good for me to exercise. I feel good when I exercise and how I feel is important to me. When I feel good, I get my work done faster.
Helen: That makes sense. I never looked at it that way. I'm important, too, and I like to feel good.
Sue: Would you like to exercise with me? It's easier and more fun to exercise with someone. Come over early tomorrow morning.
Helen: OK. As soon as the kids go to school.

Child: Mom, did you know that some of the goods that you call "junk foods" are really good for you?
Mother: Oh, really? Like what?
Child: Well, peanuts have alot of protein, a person can eat them instead of meat. Ice cream is also very good, you can eat ice cream instead of drinking milk or eating cheese.
Mother: I didn't know that peanuts had that much protein.
Child: Yes, even peanut butter.
Mother: Where did you learn so much?
Child: The school nurse came to talk to us about nutrition.
Mother: What else did she tell you?
Child: She also said that most of the foods you don't like for me to eat are bad. Potato chips, cokes, doughnuts, candy--you know.
Mother: I hope you will remember what she said.
Child: She told us that some people use cokes to clean their cars with!
Mother: How?
Child: She said that coke has so much acid that it eats the dirt.
Mother: If coke can do that to dirt, your poor stomach!
Child: Right, that's why I am not going to drink anymore cokes.

#1: My mom is making liver for dinner tonight.
#2: That's awful! I hate liver! It tastes gross!
#1: I know but it's good for you, that's what my mom said.
#2: I know it's good for you, but I can't stand the way it tastes. My mom gives me raisins to eat. I can eat them and get the same vitamins.
#1: That's great, but don't you get hungry after awhile?
#2: Well, that's not all I eat. I eat raisins for a snack. She still makes me eat dinner, but she doesn't make me eat liver.
#1: Tell your mom to talk to my mom.

Jenny: I am going to start a diet.

Terri: What kind of diet are you going on?

Jenny: I am going to stop eating bread, rice and beans.

Terri: Did you know that everyone needs to eat some bread, rice and beans everyday?

Jenny: But I think bread, rice and beans make me fat.

Terri: Yes, they can make you fat but they have vitamins and minerals you need. If you eat a little bit of one of them everyday, you will be healthy, but not fat. You do not need to eat all three everyday.

Jenny: Then I will eat a meat, lettuce and some rice for dinner tonight. Tomorrow I will eat meat and beans.

Terri: Yes, that is a good diet for dinner. Let's plan a diet breakfast and lunch, too.

PREVENTING SICKNESS

Before a child is born, parents start taking care of it by seeing a doctor, eating good foods, getting exercise and rest. If a mother is healthy, it's better for the baby.

Most babies are naturally protected against sickness for the first few months of life. Doctors like to check babies to be sure they are growing right and have no problems.

There are medicines that doctors give children to keep them from getting some of the sicknesses that could kill or cripple them. These are called immunization shots or innoculations. These medicines are given to babies about every two months. They protect the children from these sicknesses: polio, measles, mumps, diptheria, whooping cough and tetanus. If the children do not get these medicines, they could get these sicknesses and die, be blinded, be crippled or have some part of them, like their heart or brain, damaged so that they can never be like other children.

It is very important for parents to be sure that a doctor sees a child many times in the first few years of its life.

1. Can you help a baby be healthy when it is born? ________________
____
2. Why should babies get innoculations? ________________
____
3. Could these sicknesses kill if a baby caught one? ________________
4. Is it important for babies to see a doctor if they are not sick?
____

WHY IMMUNIZATION?

It is parents' responsibility to see that their children are protected against such diseases as polio, measles, mumps, rubella (German Measles), diptheria, pertussis (whooping cough) or tetanus. If a body is not protected against these diseases and the person could become sick with one, here are some of the complications which might occur:

(German Measles) Rubella	Polio	Measles	Mumps	Tetanus	(Whooping Cough) Pertussis	Diphtheria
Retardation	Death	Encephalitis (Sleeping sickness)	Deafness	Death	Death	Death
Deafness	Paralysis	Brain damage	Sterility (in males)		Pneumonia	Heart damage
Miscarriage		Blindness	Brain damage			Kidney damage
Encephalitis (Sleeping sickness)		Asthma	Juvenile diabetes			
Death		Pneumonia				
Arthritis		Deafness				
Cataracts		Mental retardation				
Heart damage		Death				
Blindness						
Cerebral palsy						

PREVENTING SICKNESS

A.

Andrew: I think I will go see the doctor next week.

Martha: Why didn't you tell me you were sick?

Andrew: I am not sick. I just want to see the doctor to make sure I keep feeling well.

Martha: Isn't that a waste of money? Shouldn't you see a doctor when you're sick?

Andrew: Yes, I go when I'm sick but I also go for check-ups to make sure I continue to feel good.

Martha: That is a good idea. I will go for a check-up with you.

B.

Anna: I need to take my baby to see the doctor tomorrow.

Rita: You always take your baby to the doctor. Is she sick again?

Anna: My baby is not sick, I am going to take her for a check-up.

Rita: I think it is useless to take a person to the doctor when they are not sick.

Anna: I want to make sure my baby stays healthy so I take her for check-ups and to get her shots. Babies can get sick very fast and many diseases can be stopped before they happen. So I will do what I think is right.

C.

Pat: Ouch, my tooth hurts!

Jill: Maybe you have a cavity. How long has it been since you saw a dentist?

Pat: It has been a long time. Can we make an appointment today?

Jill: I will call and tell her the tooth hurts you. I think she will tell you to visit her more often.

Pat: From now on I will. I don't want to lose my teeth.

James: Are you going to take the children to the dentist for a check-up?
Dora: Yes, school will be starting soon and I want to be sure their teeth are all right.
James: Let's all go for a check-up. I would like to have my teeth cleaned.
Dora: OK, I'll call and make appointments.

Jenny: Hi, Gloria, what are you doing here?
Gloria: I brought David in for his booster shots for school.
Jenny: What are the shots for?
Gloria: These are just to continue the immunity he got from his baby shots, another set of diptheria, tetanus and polio, and one for mumps which he missed as a baby.
Jenny: Do all school children have to have these boosters?
Gloria: Yes. That way we can be sure none of the really dangerous diseases are brought to school. Boosters on diptheria and tetanus are given every ten years because the diseases are still around. Measles, mumps and rubella shots are given only once.
Jenny: That's good. Peter doesn't mind the polio vaccine because it tastes good, but he really hates shots.
Gloria: My kids, too. It's our turn. See you later.

GOING TO THE DOCTOR

Sandy: Hi, Jenny, where are you going?
Jenny: Hi, Sandy, I'm on my way to the doctor's office.
Sandy: Who's sick?
Jenny: No one's sick. I'm going to see the doctor for my yearly check-up and Peter is going for his twelve month check-up too.
Sandy: Will Peter have a shot? I hate shots?
Jenny: Yes, he's going to get his rubella and mumps shots this time. He doesn't like shots either, but it's so much better than his having the diseases!
Sandy: Well, that's true! I had mumps when I was a kid and I was really sick!
Jenny: Me too. Well, I'd better get going or I'll be late.
Sandy: Okay, I hope everything is all right with both of you. Bye.

It is also a good idea for children and adults to see a dentist at least once a year to check for tooth and gum disease. You can prevent disease, cavities and in general protect your teeth from harm by brushing your teeth at least twice a day. The dentist's job is to prevent disease from damaging your mouth and to repair any damage that has occurred. Regular eye check-ups are important for early spotting of any special problems children might have. When a child starts school is a good time for an eye check-up. However, if you child seems to have problems seeing, make an appointment right away. (Good eye sight is very important to children so they can do well in school. It is also important for adults to be able to do their work.)

DENTIST'S OFFICE

Nurse:	Hello, Mrs. Church. Hello, Peter.
Mrs. Church:	Hi, we're here for our yearly check-up.
Peter:	I hope I don't have any more cavities. I've been brushing and flossing twice a day like the dentist said to do.
Nurse:	Well, your teeth are probably all right but it's a good idea to check on them so we can stop any cavities while they're little.
Mrs. Church:	Sometimes even being careful isn't enough, Peter. That's why we come to the dentist regularly, so he can help us keep our teeth and gums healthy.

COPING WITH DISEASE

Here are some basic rules to apply when taking medications:

1. Do ask your pharmacist when buying over-the-counter medicines because he can give you helpful, valuable advice.
2. Do tell your doctor about any over-the-counter drugs you are taking. Asking your pharmacist before you buy over-the-counter drugs can help you avoid harmful drug combinations.
3. Do read prescription and over-the-counter labels carefully and follow directions exactly. Don't decide your own amounts.
4. Do turn the label side of a bottle up when pouring any liquid. products. This will keep drips from smearing instructions and other important information.
5. Don't try anyone else's prescription drugs. They are prescribed for other people for their symptoms and should not be taken by others.
6. Do report any bad reactions or new symptoms to your doctor so your medicine can be changed.
7. Don't take any medicine "in the dark". Many containers feel alike, so don't risk getting the wrong one. Turn on the light and read the label.
8. Do leave all medicines in their original containers with the labels on. They are designed to keep light and water out of the medicine.

9. Do keep prescription and over-the-counter drugs in a safe place--safe from children, also safe from heat and humidity. A cool, dry, locked cabinet is best.
10. Do destroy all old medicine. Drugs may change in strength or they may become dangerous. If expiration date is past or label is not readable, flush the unused medicine down the toilet.
11. Do carry a health identification card listing any drugs you may be allergic to and any medicines you must take for certain conditions.
12. Do keep records of drugs prescribed to you and your family. If you move, be sure that these records are given to your new doctor and pharmacist.
13. If the label says: "To be refrigerated," always place the medicine in the refrigerator. This protects the medicine so that you will get the right strength and so the quality of the medicine will stay the same.
14. Don't try to "Catch up" on your medicine. If you miss taking your medicine NEVER take a double dose to make up for a missing dose.
15. Don't tell your children that medicine tastes like candy. They might overdose on medicine if they really believe that it is candy.

TAKING MEDICINE

A. Situation: Neighbor comes over to friend's house. Asks for some medicine for her baby.

1: Sally! I'm very upset.
2: Why, what's wrong?
1: It's Jeff. He is sick and I don't know what to do. The doctor is not in his office today. Jeff has a cold and I think all he needs is penicillin. Do you have any left over from the time Mary was sick?
2: Clare, don't you know it's extremely dangerous to use other people's medicine?
1: But it's only penicillin!
2: It doesn't matter. That medicine was prescribed for Mary. She's five years old and Jeff is only one. She also weighs about 40 pounds and Jeff only 22 pounds. You could give him an overdose. You could make him more sick than he already is.
1: Then what should I do?
2: Calm down. I'll call my doctor to ask advice, O.K.?

B. Situation: Lady is taking medicine and putting it in another container. A friend sees this.

1: Agnes, what are you doing?
2: Oh, this bottle is too big for this little bit of medicine, so I thought I would put the medicine in this little bottle.
1: Agnes, don't do that!

2: Why not?

1: Well, I read that the medicine bottles were brown because they keep the light away from the medicine, and the medicine might not be good if light gets in. Also, I read that you could forget the instructions on how to take your medicine and that is very bad.

2: I understand, I'd better leave it in here, right?

1: Right!

C. Situation: Two persons talking about someone's illness

1: Elsa! You know what happened at the grocery store a little while ago?

2: No, tell me.

1: This man was shopping and suddenly he started to get sick. Everyone thought he was having a heart attack.

2: Was he? What did everyone do?

1: Well, one man ran to call the police and ambulance - he called 911.

2: And everyone else?

1: This lady suggested we leave him alone because no one really knew what was wrong with him. The the lady loosened his collar to help him breathe and saw that he was wearing a chain with a medical warning on it. The medal said he had to take some special kind of medicine.

2: Maybe he forgot and that is why he got sick.

1: That is what we all thought, too.

2: Did the ambulance come?

1: Yes, and the police too. They took him to the hospital.

2: Did the police ask you questions?

1: No, they were talking to the lady who helped him, so I didn't need to stay.

D. Situation: Friends talking, one has a head cold.

1: Oh, I feel really bad.

2: What's the matter? Are you sick?

1: Yes, I have a head cold.

2: Why don't you go see the doctor?

1: First, I don't have the time. They will make an appointment in two weeks and by then I'll be O.K. Second, I don't have enough money. I don't get paid until next week. But I'm sick now.

2: You could go to the drug store and ask the pharmacist. He might know about some medicine that can help you feel better that is not a prescription.

1: That's a good idea. I'll go now.

E. Situation: Child is telling parent what he learned in school today.

1: Mom, guess what we learned today?

2: What?

1: A man from the drug store came to tell us about taking medicines.

2: What did he say?

1: He said that we should never take anybody else's medicines.

2: Really, why?
1: Because, that medicine was given to somebody for a special pain and not everybody has that same pain.
2: What else did he say?
1: He said that we should always put medicines in special places, up high so babies cannot eat them. He said in the bathroom where the mirror is. Oh, yeah, he said that what my grandma does is very dangerous.
2: What does your grandma do that's dangerous?
1: She drinks her medicine in the dark. When I go stay with her she always does this. He said you could have a mix-up and take the wrong medicine or you could take the wrong amount and get even sicker.
2: Are you going to tell her?
1: Yes, I better call her and tell her right away.

GENERIC MEDICINE

A. Situation: Person goes to get prescription filled. Pharmacist suggests buying the generic equivalent

1: Ma'am. Did you know that we now have generic medicines and this medicine is on our list? I called your doctor and he said it was o.k. to give you the generic medicine if you wanted.
2: I don't know what generic medicines are.
1: Oh, generic means that products do not have trademarks or labels and many times generic products are cheaper because of this.
2: That's interesting. Then generic medicines would be cheaper than the other medicines?
1: Yes, but not every medicine has a generic equivalent. Our list changes every once in a while. This medicine you need is on our list so I can give it to you if you want.
It's much cheaper.
2: Oh, then if my doctor said it was O.K., give me the cheaper one.

B. Patient is talking with the doctor about generic medicines.

1: I was wondering, medicines are very expensive. Do you think I could have the generic equivalent?
2: Well, I don't think that that is a good idea in your case. You see, this medicine I am prescribing for you has a certain quality that you need. I think it is better that you have this medicine. When I can, I will try to give you the generic kinds, but not this time.
1: Thank you.

SAFETY

More people are injured in and around their homes than in any other place. It is important to recognize household hazards. It is important to take special safety measures in homes with children and older adults. Don't leave children alone in the home. Remove as many hazardous objects

Child: What's wrong with him?
Mom: He might have rabies. It is a dangerous disease. Stay here. Don't go near him!

***

D. GUN SAFETY

Situation: Margarita is warning her neighbor Marcella about what her child is doing.

Margarita: Look, Marcella, look at what David is doing!
Marcella: What is he doing?
Margarita: Don't you see that gun he's playing with?
Marcella: Oh, that's only a toy gun. We don't leave guns where he can get them.
Margarita: How do you know that it's only a toy gun?
Marcella: Because my husband has his guns locked up in a cabinet above his closet. David cannot reach the cabinet and he doesn't have a key to unlock it.
Margarita: I'm glad to hear that. I was afraid David would shoot himself.

***

E. TOY SAFETY

Situation: Dad is trying to get Frances to pick up her toys.

Dad: Frances, please pick up your toys from the hallway.
Frances: I don't want to. I'm busy.
Dad: I said to pick up your toys!
Frances: I will in a minute Dad.

(They hear a loud noise and a yell)

Dad: Your little brother just slipped on one of your skates. Frances! Now get in here and pick these up!
Frances: Gee, I'm sorry, Dad. I didn't know that this would happen. I'll never leave my toys out again. I promise.

***

F. FOOD SAFETY

Situation: Getting ready for a picnic at the Flannagan home.

Mother: Denise, come and help me make some sandwiches. We have to hurry if we want to get a good picnic area.
Denise: OK, Mom. This is fun. What are we going to take?
Mother: We will be taking some sandwiches, potato salad, corn chips, lemonade, some cookies and a watermelon.
Denise: I'll get busy right away. Shall I put the mayonnaise on the sandwiches?
Mother: No. We'll do that over there. We are only taking the small ice chest.
Denise: But won't the sandwich meat spoil too?
Mother: You're right. I think we will prepare everything just before we eat. Does that sound OK?
Denise: Sure. Then what I'll do is help you cut up the tomatoes. celery, onion, pickles and eggs that go into the potato salad.
Mother: Right. Then we can put all the food that will fit in the big ice chest, and we won't need the small one.
Denise: We're going to have a good time and no one will get sick on the food.

G. YARD SAFETY

Dad: Carl, pick up that rake!
Carl: But I'll need it in a few minutes.
Dad: I know, but people could step on it and puncture themselves.
Carl: What's that?
Dad: They could step on the sharp points and make cuts or holes in their feet.
Carl: OK, now I understand.

***

Kathy: Cindy, put yours shoes on.
Cindy: I like to walk barefoot.
Kathy: So do I, but not when you are cutting the grass.
Cindy: What's wrong with that?
Kathy: You could accidently cut off your toes.
Cindy: Oh, I'll be careful.
Kathy: I know you will, but accidents can happen to anyone. Now, put on your shoes.
Cindy: Oh, all right.

***

Situation: Mr. Hawkins is cleaning his yard and Steve, a neighbor, comes over to see what he's doing.

Steve: Hi, Mr. Hawkins. I came over to see what you're doing.
Mr. Hawkins: Hi, Steve, I'm cleaning my yard. I'm going to mow the lawn and get the weeds out of the flower beds.
Steve: May I help you?
Mr. Hawkins: You can pull out some weeds for me.
Steve: Can't I mow the lawn? I think pushing the lawn mower would be more fun.
Mr. Hawkins: I'm sorry Steve, but I can't let you run the lawn mower. I'm afraid you might get hurt.
Steve: Oh, well, I guess I'll just pull out weeds, then. Which are the weeds? Can I use this weeding fork?
Mr. Hawkins: Steve, I don't think I'm ready for you to help me, just yet. When I finish cutting the grass and pulling the weeds you can help me put them in the trash cans, O.K.?
Steve: O.K., Mr. Hawkins, just call me when you're ready. Bye.
Mr. Hawkins: Bye, Steve.

***

H. RIVER SAFETY

Randy: Man! It's a hot day. There's no one around, let's cool off in the river.
Henry: Let's wait until we get home. You know what Dad said about the river currents digging dangerous holes, even though the river looks so shallow.
Randy: Oh, we won't hit any of those holes here, look at it, a baby couldn't drown there.
Henry: That's what those brothers said last summer, and when they hit the hole, the younger one was gone before the older one had time to help. I don't want to risk it.
Randy: Then let's try the ditch.
Henry: That's worse! Dad says the ditches are dangerous. The currents are very strong and the water can carry typhoid.

Randy: O.K., we'll wait. You can take me swimming at the Public Pool instead.
Henry: O.K., it's not as expensive as swimming in the river or the ditches can be.

***

I. SWIMMING SAFETY

Child: Mom, I'm going!
Mom: Where are you going?
Child: Swimming.
Mom: Who is going with you?
Child: I'm going alone.
Mom: Alone? Then you can't go.
Child: Why not?
Mom: If something should go wrong, no one could help you.
Child: But nothing will happen.
Mom: We are never sure, so stay with me. I will go swimming with you later.

***

J. FIRE SAFETY

Situation: Roger and Jimmy, two five-year old boys are playing in the bedroom of Jimmy's house.

Roger: What are you doing, Jimmy?
Jimmy: I am trying to light this candle.
Roger: Why do you want to do that?
Jimmy: So we can turn off the light and make the room look spooky.
Roger: Where did you get the matches?
Jimmy: Oh, my mom smokes and she leaves them all over the place all the time.
Roger: She does? My mom says I can't play with matches. If she knows I'm playing with matches, she'll spank me. Maybe I better go home.
Jimmy: Oh, don't go. I'll put them away. Let's go play outside.

***

Situation: Fire breaks out in the Maynard home.

Lucy: Mom! Look! These old newspapers are smoking!
Mom: What do you mean? Where?
Lucy: Look! The ones in the storeroom close to the water heater.
Mom: Oh, my goodness! Get your big sister and go outside. I'm going to get the fire extinguisher and put out the fire.
Lucy: Okay, Mom. Agnes! Agnes, we have a fire! Let's get outside.
(later)
Mom: It's a good thing I just got this extinguisher last week. It did a good job of putting out the fire. You girls also did a good job of getting out -- just as we had practiced it.

***

Situation: Two people are cooking. A grease fire begins on an electric stove. (Good for role playing)

1: Help!
2: Why, what's the matter?

1: A fire, Hurry! I'll get some water.
2: No, it's grease. Get me the salt.
1: Salt?!
2: Just do what I say.
1: Well, turn off the stove!
2: Okay, see, I told you the salt would work.
1: That was a close call. It's a good thing we had lots of salt.

***

Situation: A family's house is on fire.

1: I smell smoke! I think it's coming from the garage.
2: Oh, my gosh! The children!
1: You go get the children, I'll call the police and fire department.
2: All of our beautiful things!
1: They aren't important now, only our lives are.
The children, hurry! Use our plan.
2: Children, hurry. Walk quickly to the door. Close the doors behind you.
3: What's the matter, Mom?
2: Just do what I say. We must leave the house.
3: But my kitten is still asleep. I have to go get him, Mom.
2: No! You stay right here with the rest of us.
3: Hey, the house is on fire!
2: Yes, I know.
3: Where is Dad?!
2: I don't know.
2: Oh, there he is!
1: Good, I'm glad everyone is safe.
2: What were you doing?
1: I was trying to put out the fire with a wet blanket.
2: Did it help?
1: A little. But I don't think it stopped at all.
3: Here comes the fire department.
1 & 2: Good, at last!

NOTE TO TEACHER: The following dialogues coincide with the American Red Cross pamphlet on Natural Disasters.

K. FLOODS

Situation: Family listening to the radio for instructions about a coming flood.

1: Do we have enough batteries?
2: There are some more in the closet. I bought them yesterday.
1: Where is David?
2: He and Jack are storing water in some tanks.
1: How about food, are they saving some, too?
2: Yes.
1: What else can we do to get ready?
2: Let's see. We have gas in the car. David and Jack are getting food and water. We already have a radio, flashlights and lots of batteries, and we are at home. What else is there?
1: We could turn off all the lights and move some of the furniture upstairs.
2: O.K., let's do that. Come on.

L. LIGHTNING

Situation: Two kids playing in a swimming pool when a lightning storm begins.

1: Hey, those clouds are really getting dark. I guess it's going to rain, maybe we should go home.
2: No, let's just stay a little while more. Anyway, we can't get any wetter, so what's the worry?
1: Are you kidding?! If lightning strikes, one of the worst places to be is in a swimming pool.
2: Oh, really, I didn't know that Then we better get out of here as soon as we can.
1: Let's go.

***

Situation: Two people are out in their yard. Suddenly a lightning storm begins.

1: Boy, it's really raining and lightning.
2: We better hurry. Get the tools, the rake is over there, pick up the hammer, too.
1: Are you crazy? We don't touch things like that with this lightning. We'll get shocked. Just leave them there, we'll get them later.
2: O.K. Look how far it is to the house. Let's just stand there under that tree.
1: We really will be killed if we do that. Our safest choice is that shallow ditch over there. We may get a little wet but the lightning will probably leave us alone if we are flat in there.
2: O.K. Let's go.

***

Situation: A family driving in a lightning storm.

1: We had better pull to the side of the road, this is really bad.
2: Remember, children, don't touch any metal, just in case.
3: Just in case, what, Mom?
4: Just in case we get struck by lightning. We'll be safe in the car but the lightning can travel through the metal to get to the ground.
1: If you touch that metal the lightning will go through you, instead, and you could be badly hurt.
3: How long do we have to wait?
1: We'll wait until the storm passes over and if the lightning does strike we'll wait another fifteen minutes. Then it should be safe.

FIRST AID

Teacher's Note: Coordinates with Red Cross pamphlet on First Aid.

First Aid is immediate action taken to treat a person who has been injured or has been taken ill.

Time is the most critical factor in treating the sick. Minutes - even seconds can mean the difference between life and death. First Aid fills in the time gap until medical help arrives. First Aid is your job if you happen to be there and know what to do.

Knowing what to do can:

- save someone's life.
- prevent further injury.
- relieve pain

But do know your limits - do only what you are sure is right and what you can do. There are hundreds of medical emergencies that happen every minute throughout the world, but no two emergencies are really alike. There are car accidents, drownings, electrical shocks, poisonings, and natural disasters (floods, earthquakes, blizzards), and hundreds of other emergencies. There are a few general first aid rules:

1. Rescue: Get the victim away from the source of danger, try to move the victim as little as possible. This prevents further injury.
2. Check breathing: Give artificial respiration if you know how and if necessary.
3. Control bleeding: If bleeding is visible, apply pressure to stop it.
4. Treat for poison: If positive identification can be made of the poison, and it is NOT a corrosive; (lye, acid, drain cleaner) and the victim can drink, have them drink water or milk.
5. Call for help: Call the operator (0) or call the emergency number (911) to get police, ambulance or fire department help. Give accurate information, don't hang up until the other telephone party does. Every medical emergency is unique; therefore, every situation requires specific action. It is best to read and study a First Aid book to be prepared.

Remember, being calm is necessary in any emergency. You won't be able to help anyone if you are not calm.

A.

#1: Hello, this is Mary Burns. I would like to learn First Aid. Do you have any classes?
#2: Yes, we will be starting a class in two weeks. Would you like to join the class?
#1: Yes, I would. What will we be learning?
#2: Students will be learning to clean and bandage cuts and wounds, to set broken legs, to remain calm and to use emergency numbers.
#1: That sounds interesting. I will go to your office to register.

B.

#1: I cut myself!
#2: Is it bad? Let me help you.
#1: It hurts and there is alot of blood.
#2: We'll clean it and then go to the hospital. I think you will need some stitches.
#1: Should we call the doctor?
#2: No, there will be a doctor there to help you.

C.

Velma: Mr. Dadson is sick. I think he had a heart attack!
Martha: Is he breathing?
Velma: I don't know, will he die?
Martha: I don't know. I'll call the emergency phone number.
Velma: Don't you know First Aid?
Martha: Just a little.
Velma: Well, go help him!
Martha: There are only a few things I can do. If I try to do more I could make him sicker.
Velma: Let's go see how we can help him. Poor man!

DISCUSSION QUESTIONS:

1. Is Velma calm? How do you know?

2. Is Martha calm? How do you know?

3. Does Velma know what to do to help Mr. Dadson? Does Martha?

4. What would you do?

D. Situation: A car wreck has just happened outside a family's home.

Son: Dad! Two cars crashed outside, hurry!
Dad: I'm coming. You call the police. Dial 911, hurry! (PAUSE) I don't know what I can do. It looks like he has a broken arm.
Mother: Maybe we should get him out of the car.
Dad: No, I don't think we should move him. I don't think that the car will explode. We better leave him alone. Go get some newspapers, some blankets, and clean sheets.

(PAUSE)

Mother: Here they are. What can I do?
Dad: I'm going to protect his arm with the newspapers. Cut some sheets into long strips. O.K., now we will cover him with a blanket so he won't go into shock.
Mother: You need to cover that cut.
Dad: O.K., give me a piece of that clean sheet.
Son: Dad, I called. The operator is sending the police and ambulance right away. What can I do?
Mother: There is nothing else we can do. Does anyone know who he is?
Son: That's Cindy's boyfriend, his name is David.
Mother: Good-we can ask Cindy to call his parents. That is what you can do. Go call Cindy.

Teacher's Note: Role playing might be fun here.

E. Situation: Lady has just cut herself with a kitchen knife - almost faints.

1: Ow!
2: What's the matter, Mom?
1: I just cut myself--ow! it hurts!
2: Let me see---that's a deep cut. Come, we'll put it under the water. I'll get a bandage.
1: I don't feel so good. I think I'm going to faint!
2: Here, sit down, keep your arm up. Put your head between your legs. I'll put this bandage on, but keep your arm in the air. Do you still feel faint?
1: No.
2: Good, but keep your head down, your arm up. I'll go call the doctor. I better take you to see him.

F. Situation: Child tells mother that the neighbor fell down in her kitchen and is "asleep."

Tim: Mom, Mrs. Chain fell down over at her house. I think she's asleep now.
Mom: What do you mean?
Tim: She was walking kind of funny, then she fell down and I couldn't pick her up, so I came for you.

(PAUSE)

At Mrs. Chain's house

Mom: Look, there's medicine on the floor! She told me she was taking medicine. She must have taken the wrong one. This does not have her name on it. Mrs. Chain, please wake up! Tim, dial 911, hurry, tell them to come here, you know the address.
Tim: O.K., Mom, -- Why are you giving her milk?
Mom: It will make the medicine less strong, she'll feel better.
Tim: Here come the police, and ambulance now. They can take her to the hospital.

G. Situation: Two people in the kitchen. One reaches for a pan and burns himself.

1: Wow, that hurts!
2: What happened?
1: The pan was still hot. I burned myself. What'll I do?
2: Let me see. That's a bad burn. Hurry, run the cold water on it.
1: My Mom once told me to put butter on burns.
2: That will only make the burn worse. Hurry, run the water and fill the sink. I'll call the doctor.

Teacher's Note: Check First Aid book for symptoms of electrical shock and CPR.

H. Situation: Man was trying to fix an electrical socket on the job He is a victim of electric shock.

1: Tom, are you O.K.?
2: Look, he's pale, he must have been shocked.
1: Yes, look at his hands.
2: Hurry, let's put him over here.
1: You go call the police and ambulance.
2: He needs mouth to mouth resusitation, can you do it?
1: Yes, I tilt his head back, close his nose, breathe in, put my mouth over his and breathe out--fast at first then about every five seconds.
2: O.K. I'll hurry, I'm CPR trained in case we need it too.

I. Situation: Friend is having a heart attack.

1: I'm having pains in my chest, it's hard to breathe.
2: Jerry, are you O.K.? What's wrong? Have you taken your medicine?
1: It's - it's in the-e-e bathroom.

(PAUSE)

2: Here it is. Sit down and stay still. I'll call the doctor.
1: It's--it's c-o-ol-ld.
2: I'll get a blanket for you. Here comes the ambulance, you're going to be fine, don't worry.

J. Situation: Mother is calling her doctor. The baby has taken an overdose of aspirins.

Mother: Hello, Doctor, please help me! My baby has swallowed several aspirins.
Doctor: Calm down, are you sure he's taken plain aspirins?
Mother: I'm so frightened! I'm sure they're just aspirins.
Doctor: You must calm down, you can't help your baby if you're scared. Is the baby awake?
Mother: Yes, I have him right here.
Doctor: Do you have the aspirin bottle with you?
Mother: Yes, it's right here.

Doctor: Give the baby some milk or water in a bottle and bring him to the hospital, I'll be right there. Bring the aspirin bottle with you. Do exactly what I tell you--be calm and give him milk--Do you understand?
Mother: Yes, I give him milk and I'll see you at the hospital. I'll bring the aspirin bottle with me.

K. Situation: Two friends go to borrow a tool from their neighbor, find neighbor unconscious in the garage, the car motor on.

1: Oh, my gosh! Quick, smash the window!
2: Hurry, let's drag Gerald outside.
1: You go call 911 (Operator "0")
2: O.K. Look he isn't breathing right.
1: I'll start artificial respiration, hurry, call the police!
2: Do you know how?
1: Yes! Hurry!!

(PAUSE)

2: They're on their way. What can I do?
1: First get a blanket for Gerald and then stand out in the yard and flag them down.

L. Situation: Two friends are discussing an article they've read.

1: Did you know that some mushrooms are poisonous?
2: Yes, I knew that a long time ago. Did you know that charcoal fumes can be deadly?
1: You mean, like outside at the bar-b-que?
2: If you're outside there's no danger because there's enough fresh air around. But if you use it indoors it is.
1: Who would make a bar-b-que inside their house?
2: You'd be surprised to know how many. Some people use hibachis inside, and that's dangerous, even in a fireplace.
1: I'll bet you didn't know that every year the number of deaths due to disease drops but the number of deaths due to poisonings increases?
2: Really? The worst part is that most poisonings are caused by carelessness. I'm going to check my home very carefully tonight.

EMERGENCY INFORMATION

Teacher's Note: Emergency information is found in many different written forms, including signs, lists, labels, and sentences. the topics cover what to do in case of fire, auto accident, poisoning, home accidents, serious illness, and crime. On the next page is an example of emergency information in chart form. In addition to learning how to interpret such charts, students can be encouraged to build their own charts, indicating what they should do in various emergency situations.

(Taken from Everyday Everywhere Materials as Teaching Resources in ABE, Marilyn Shau, Mary Roark, Virginia Polytechnic Institute and State University, Blackburg, Va.)

H-46

For Poisons or Overdoses, Give The Counterdose Listed Here, But Do Not Give Liquids To The Unconscious.

POISON or OVERDOSE	*ORDER of TREATMENT*
ASPIRIN and other HEADACHE and COLD COMPOUNDS—ALCOHOL, OIL OF WINTERGREEN, RUBBING ALCOHOL	2, 1, 10
TURPENTINE, GASOLINE, KEROSENE, FURNITURE POLISH, PINE OIL, etc.	3 (or 2), 24, 15
HOUSEHOLD AMMONIA, LYE, WASHING SODA	13, 14, 15
SLEEPING PILLS or BARBITURATES	1, 4, 5
CHLORINE BLEACH or DISINFECTANT with CHLORINE	2, 12
DISINFECTANT with CARBOLIC ACID	1, 16, 2 (or 14)
INSECT and RAT POISONS:	
with ARSENIC	2 (or 25), 1
with SODIUM FLUORIDE	18, 2, 1
with PROSPHORUS	1, 8, 9, 10
with DDT	1, 4
with STRYCHNINE	2 (or 25), 1, 19; 20
ACIDS	23, 15
MORPHINE, OPIUM, CODEINE, PAREGORIC	2 (or 25), 4, 20
"PEP" MEDICINES	2 (or 25), 1
FOOD POISONING, MUSHROOMS, ETC.	1, 4
BROMIDES	1, 4
TINCTURE OF IODINE	6, 7, 2
CARBON MONOXIDE	21, 22, 5
CAMPHOR	1
BELLADONNA	2 (or 25), 1, 19, 20
IRON COMPOUNDS	1, 11
BICHLORIDE of MERCURY	2 (or 25), 1, 4

COUNTERDOSES

DON'T PANIC!!!

1. Induce vomiting—by: (1) Finger in throat, or (2) Tablespoon of mustard in half-glass of water, or (3) Syrup of ipecac, or (4) Salt and warm water.
2. Give glass of milk.
3. Give water.
4. Give two tablespoons epsom salt in one pint of water.
5. Give large quantities of hot coffee or strong tea.
6. Give two ounces of thick starch paste. (Cornstarch or flour mixed with water.)
7. Use two ounces of salt in quart of warm water. Drink until vomit fluid is clear.
8. Give four ounces of mineral oil—NOT vegetable or animal oil.
9. Give four ounces of hydrogen peroxide.
10. Give one tablespoon of bicarbonate of soda in one quart of warm water.
11. Give two teaspoons of bicarbonate of soda in a glass of warm water.
12. H :offee or strong tea plus white of raw egg.
13. Give two tablespoons of vinegar in one pint of water.
14. Give whites of two raw eggs or two ounces of olive oil.
15. Do NOT induce vomiting!
16. Give two ounces of castor oil.
17. Keep patient awake.
18. Give two tablespoons of milk of magnesia.
19. Give artificial respiration.
20. Keep patient quiet.
21. Carry victim into fresh air.
22. Make patient lie down.
23. Give one ounce of milk of magnesia in large quantity of water
24. Give two ounces of vegetable oil.
25. Give "universal antidote" (Available at drug store or make from: 2 parts burnt toast, 1 part weak tea, 1 part milk of magnesia.)

APPLY

TO INSIDE

OF MEDICINE

CABINET DOOR

POISON CONTROL CENTER
1-505-843-2551

Consider the following suggestions for using a chart such as the "Overdose Chart" with your adult students.

Converting measurements:

- How many ounces in a cup?
- How many ounces in a teaspoon?
- How many ounces in a tablespoon?
- How many tablespoons in a cup?
- 1 tablespoon = ______ ounces
- 2 teaspoons = ______ ounces
- 2 tablespoons = ______ cup
- 4 ounces = ______ cup
- 1 pound = ______ ounces
- What is the metric equivalent for each of the above?

Understanding chart:

- What is the counterdose for aspirin?
- What is the counterdose for poisoning?
- For which poisons do you not induce vomiting?
- Bring examples, if available, of poisons listed.
- Compare cautions on labels with information in chart.

Coping skills:

- What is the phone number for the local poison control center?
- What is the phone number of the local emergency treatment center?
- What precautions can be taken to prevent poisoning?
- From list of counterdoses, where could each item be purchased?
- Which of the poisons listed are drugs?
- What is the legitimate use of each substance listed as a poison or overdose?

mart PHARMACY
PHONE 523-8671
1240 S. EL PASEO DR
LAS CRUCES, NEW MEXICO 88001
No.
Dr.

Take 1 teaspoonful every 4 to
6 hours as necessary for cough

may cause DROWSINESS
ALCOHOL may intensify this effect
USE CARE when operating a car
or dangerous machinery.

DEA NO. AB 8537118

---

mart PHARMACY
PHONE 523-8671
1240 S. EL PASEO DR
LAS CRUCES, NEW MEXICO 88001
No.
Dr.

Take 1 teaspoonful every 4
hours.

SHAKE WELL
AND KEEP IN
REFRIGERATOR

DEA NO. AB 8537118

---

mart PHARMACY
PHONE 523-8671
1240 S. EL PASEO DR
LAS CRUCES, NEW MEXICO 88001
No.
Dr.

Take 1 capsule 4 times daily
before meals and at bedtime.

Take MEDICATION on an
empty stomach
1 hour before or
2 to 3 hours after a meal

DEA NO. AB 8537118

---

mart PHARMACY
PHONE 523-8671
1240 S. EL PASEO DR
LAS CRUCES, NEW MEXICO 88001
No.
Dr.

Take 1 capsule every 8 hours

DO NOT TAKE DAIRY
PRODUCTS, ANTACIDS OR
IRON PREPARATIONS
WITHIN ONE HOUR OF
THIS MEDICATION

DEA NO. AB 8537118

---

mart PHARMACY
PHONE 523-8671
1240 S. EL PASEO DR
LAS CRUCES, NEW MEXICO 88001
No.
Dr.

Take 1 capsule at bedtime
if needed for sleep.

DO NOT DRINK
ALCOHOLIC BEVERAGES
when taking this medication

DEA NO. AB 8537118

---

mart PHARMACY
PHONE 523-8671
1240 S. EL PASEO DR
LAS CRUCES, NEW MEXICO 88001
No.
Dr.

Take 1 tablet 4 times daily
until all are taken

IMPORTANT
FINISH ALL THIS MEDICATION
UNLESS OTHERWISE DIRECTED
BY PRESCRIBER

DEA NO. AB 8537118

---

mart PHARMACY
PHONE 523-8671
1240 S. EL PASEO DR
LAS CRUCES, NEW MEXICO 88001
No.
Dr.

Take 1 tablet each morning
for blood pressure.

DRINK A FULL GLASS OF
ORANGE JUICE or EAT
A BANANA DAILY
WHILE TAKING THIS MEDICATION

DEA NO. AB 8537118

---

mart PHARMACY
PHONE 523-8671
1240 S. EL PASEO DR
LAS CRUCES, NEW MEXICO 88001
No.
Dr.

Take 1 tablet every 6 hours
as needed for discomfort

MAY CAUSE
DISCOLORATION
OF THE URINE OR FECES

DEA NO. AB 8537118

---

mart PHARMACY
PHONE 523-8671
1240 S. EL PASEO DR
LAS CRUCES, NEW MEXICO 88001
No.
Dr.

Take 2 tablets now; then
take 1 tablet 3 times daily.

DEA NO. AB 8537118

---

mart PHARMACY
PHONE 523-8671
1240 S. EL PASEO DR.
LAS CRUCES, NEW MEXICO 88001
No.
Dr.

Take 1 tablet every 4 hours
as needed for pain.

may cause DROWSINESS
ALCOHOL may intensify this effect
USE CARE when operating a car
or dangerous machinery.

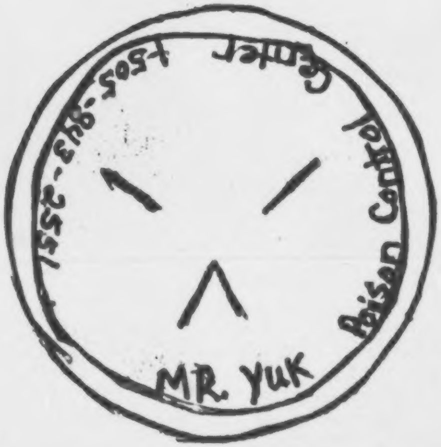
DEA NO. AB 8537118

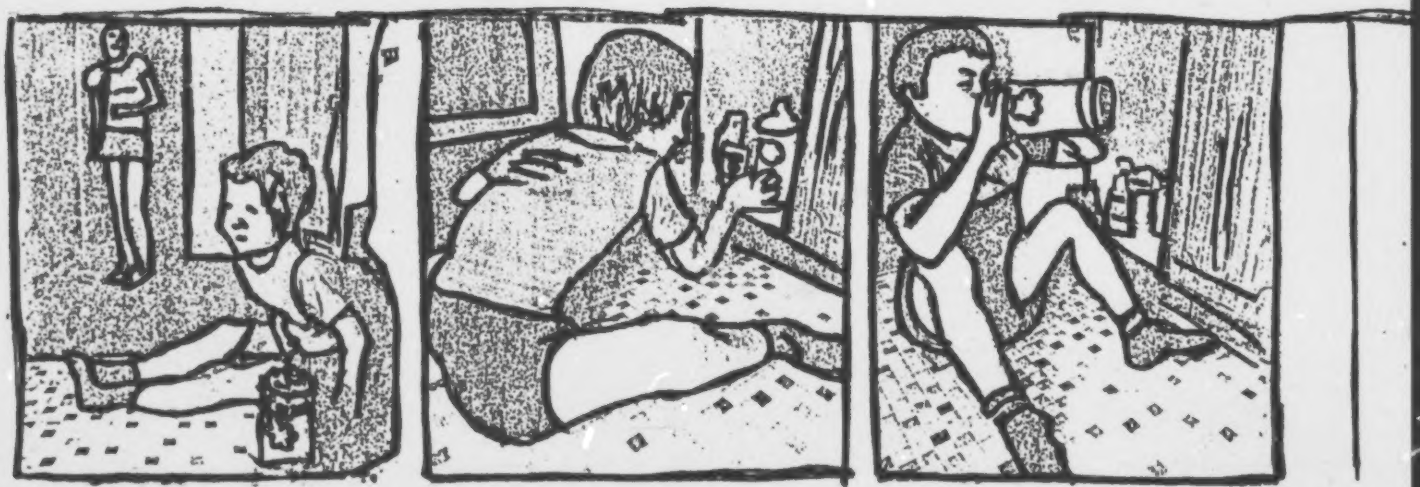
---

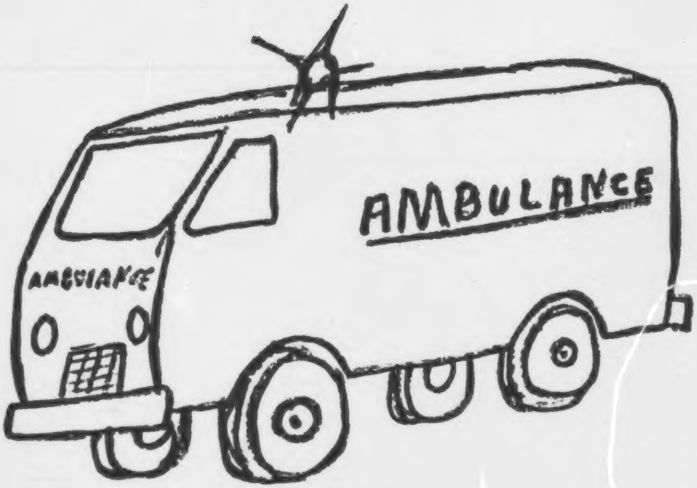
mart PHARMACY
PHONE 523-8671
1240 S. EL PASEO DR
LAS CRUCES, NEW MEXICO 88001
No.
Dr.

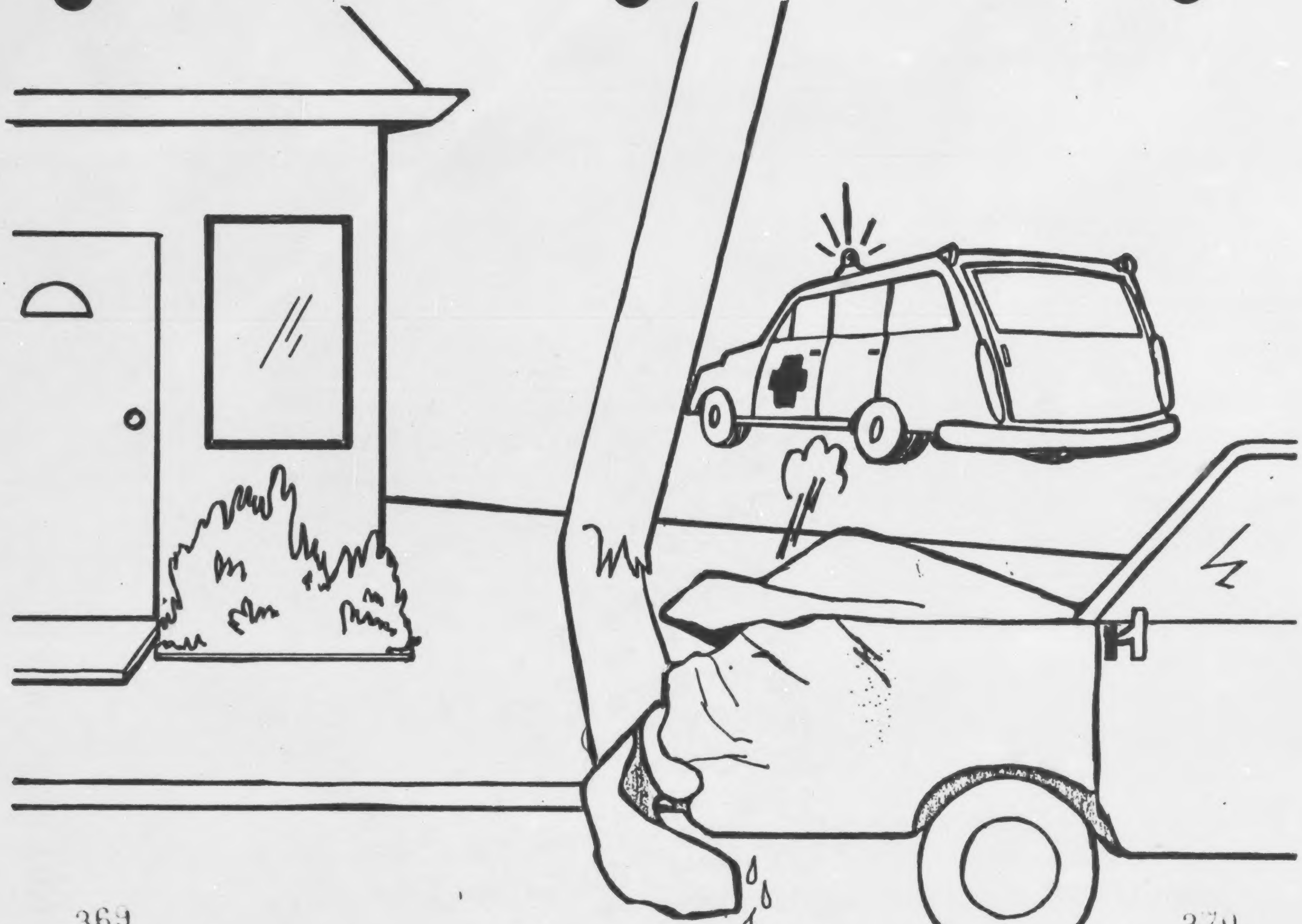
Apply to the affected area
2 or 3 times daily as needed
for rash and itching.

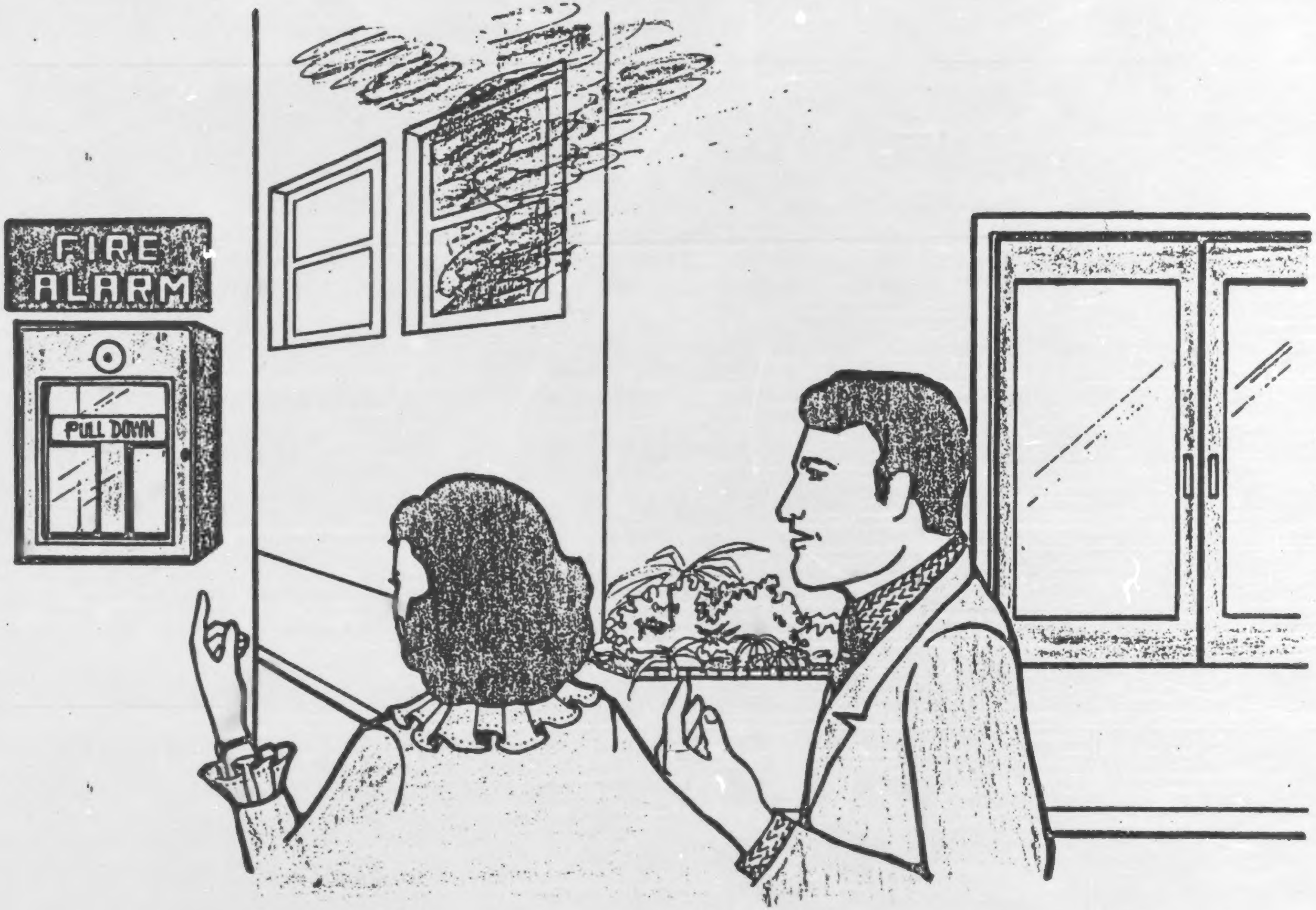
(Provided compliments of K-Mart Pharmacy, Las Cruces, New Mexico)

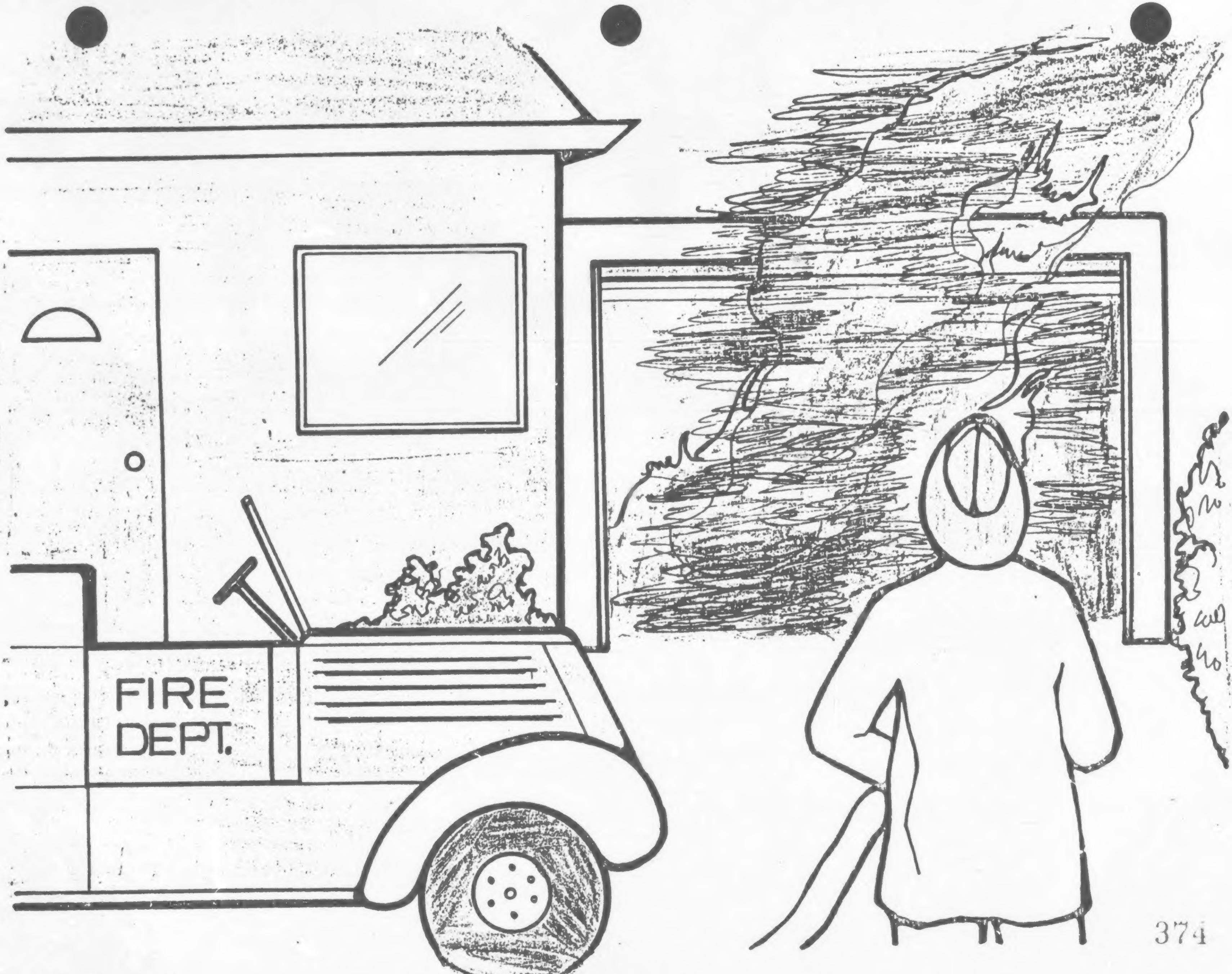

Poison Control Center 1-505-843-2551
MR. YUK



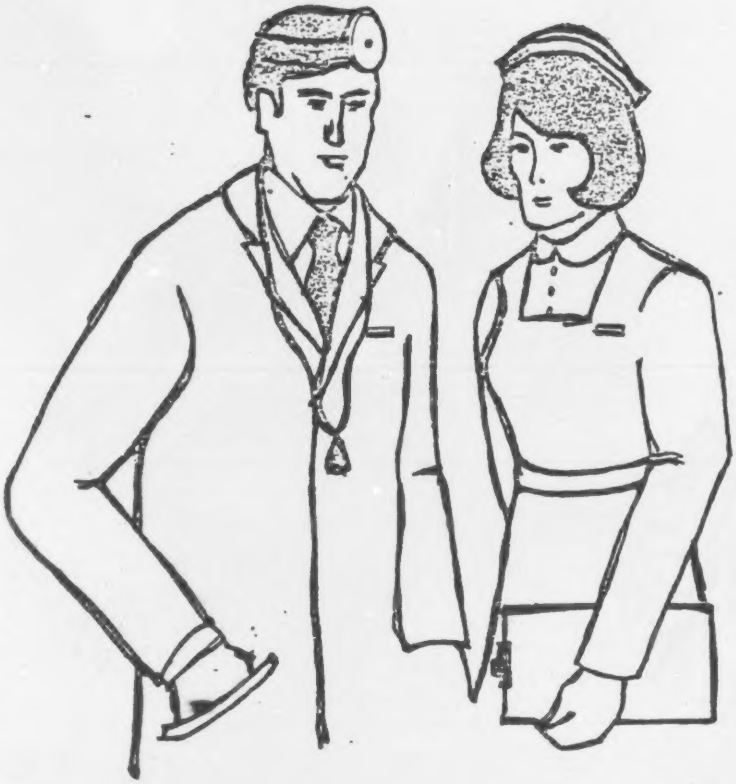

AMBULANCE
AMBULANCE




FIRE ALARM
PULL DOWN


FIRE
DEPT.

8



Follow the Food Guide
Every Day

SOME
for
EVERYONE

MILK GROUP
COUNT AS A SERVING 1 CUP ☕ OF MILK

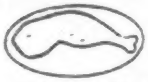
Children under 9 — ☕☕ to ☕☕☕
Children 9-12 —— ☕☕☕ or more
Teenagers ——— ☕☕☕☕ or more
Adults ———— ☕☕ or more
Pregnant Women — ☕☕☕ or more
Nursing Mothers — ☕☕☕☕ or more

Cheese can be used for part of the MILK

2
or more
SERVINGS

MEAT GROUP
COUNT AS A SERVING 2 OR 3 OUNCES OF COOKED LEAN MEAT, POULTRY OR FISH — — SUCH AS

A HAMBURGER

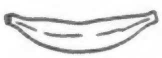

OR A CHICKEN LEG

OR A FISH

ALSO-2 EGGS ○○
OR 1 CUP ☕ COOKED DRY BEANS OR PEAS
OR 4 TABLESPOONS PEANUT BUTTER

4
or more
SERVINGS

VEGETABLE-FRUIT GROUP
COUNT AS A SERVING ½ CUP ☕ (RAW OR COOKED)
OR 1 PORTION SUCH AS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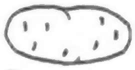
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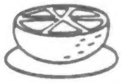
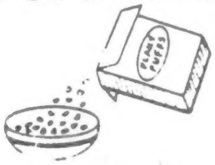
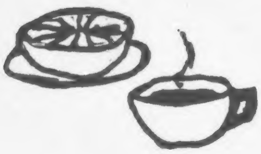
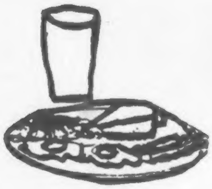


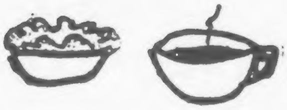
4
or more
SERVINGS

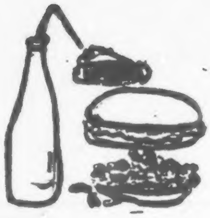
BREAD-CEREAL GROUP (WHOLE GRAIN OR ENRICHED)
COUNT AS A SERVING
1 SLICE OF BREAD OR 1 BISCUIT
OR 1 OUNCE READY-TO-EAT CEREAL ————

OR ½ CUP ☕ TO ¾ CUP ☕ COOKED CEREAL, CORNMEAL GRITS, MACARONI RICE, OR SPAGHETTI

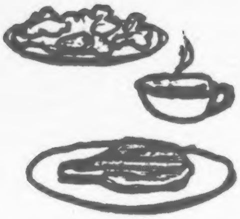
EAT OTHER FOODS AS NEEDED TO ROUND OUT THE MEALS

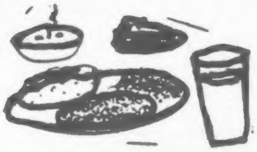


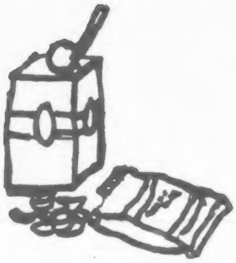


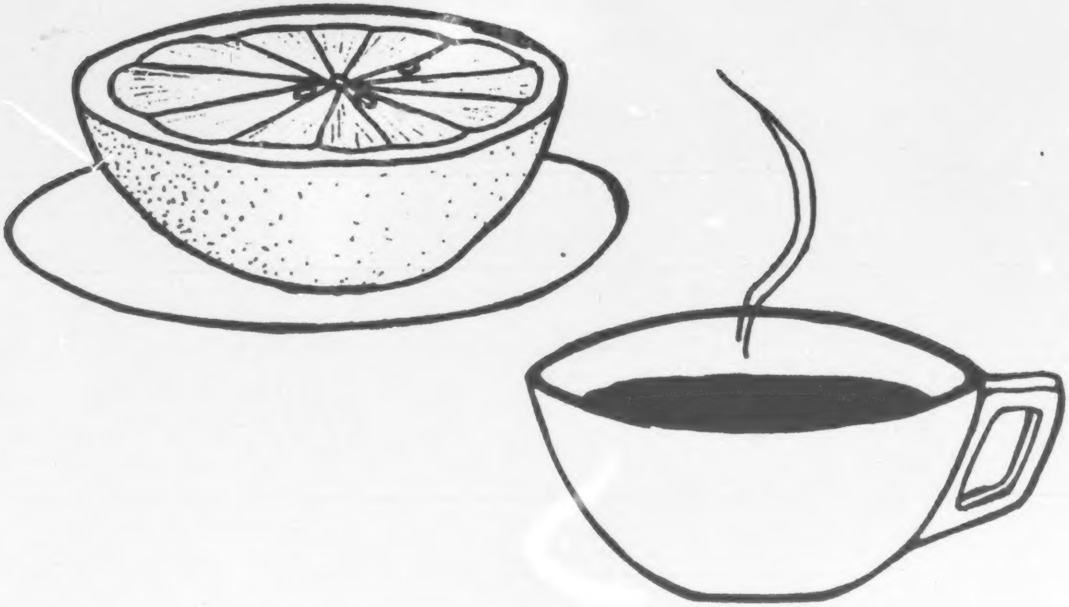


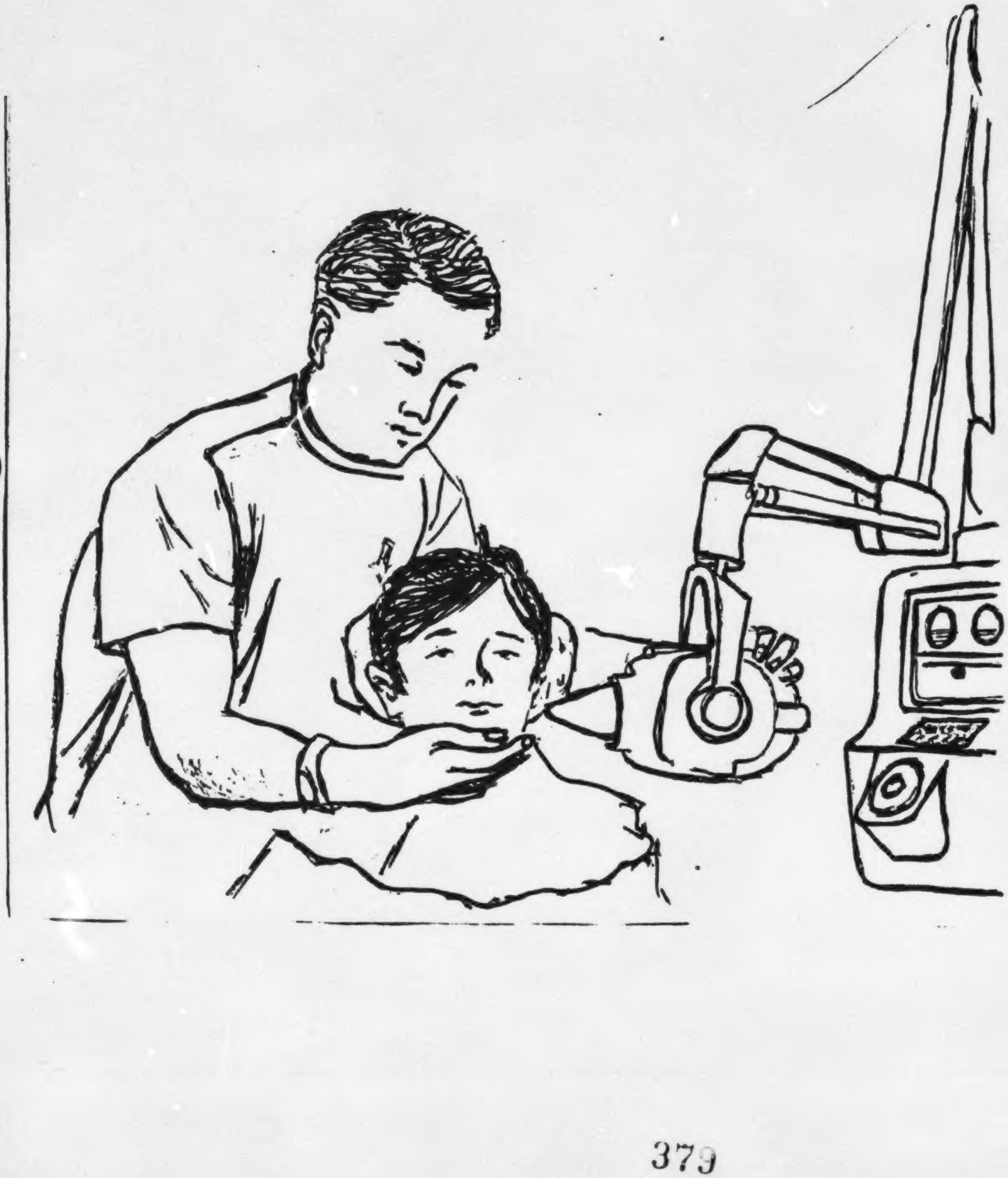












GOVERNMENT AND LAW UNIT

Introduction

The primary objective of this unit is to develop the learner's English language skills to a level of competency in dealing with government and legal systems.

As secondary objective, though not necessarily less important, we wish to promote an understanding of our society as it is shaped by our governmental and legal processes in order to increase effective participation in the society.

The legal and governmental structures in the United States are a subject of much confusion and ignorance even to the people with thorough English language skills. People with limited English language skills have barriers which multiply the difficulties they face in understanding their rights and responsibilities in obtaining benefits and in participating in governmental decision making.

This unit has proposed activities to develop the skills which will enable the learners to apply the concepts of thoughtful citizenship to their life situations. Among these are written exercises, dialogues, discussion questions, flannel boards and pictures for discussion stimulation and field trip and speaker suggestions.

Getting Your Act Together

1. Read the unit carefully and gather pertinent local information.
2. Update all local and state governmental officials names.
3. Obtain flyers from local Legal Service/Legal Aid Offices to distribute to your students.
4. Obtain flyers from Health and Social Services Department, Child Support Enforcement Bureau.

Planning the Outcomes

OBJECTIVES

General Objectives:

1. To develop a working vocabulary related to government and law in order to understand their functions in society and in the personal life of the individual. This should be an ongoing process as each objective is covered.
2. To develop a basic understanding of the structure and functioning of the federal government.
3. To investigate the relationship between the individual citizen and the government.
4. To understand the relationship between the individual and the legal system.
5. To obtain a working knowledge of the various legal documents which the individual will need as a member of society.
6. To explore the relationship between government services and the American tax system.

Beginning Objectives:

1. To familiarize students with vocabulary for legal and governmental authorities.
2. To familiarize students with vocabulary for legal and governmental documents and signs. (licenses, road signs, etc.)
3. To introduce some basics of personal rights in regards to arrest, as stipulated in the Miranda Resolution.
4. To acquaint the students with the agencies to which they could turn in case of need for help with divorce, child support, custody, adoption and consumer problems.
5. To introduce basic information concerning United States Citizenship.

Intermediate Objectives

1. To extend the students' knowledge of laws in regards to licenses and tickets.
2. To further the knowledge of legal rights.
3. To introduce Legal Aid groups, their functions, and services.
4. To further knowledge of Governmental personalities and functions.
5. To introduce material on citizenship
6. To explain taxes and their purposes, including Social Security.

PRE/POST TEST

Finding Out What Your Students Already Know

Questions 1-5 for beginning students may be given orally. Questions 6-15 are for the intermediate students.

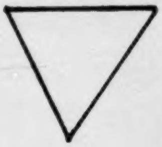
1. How long do you have to legally live in the United States before you may become a citizen? (Five years)

2. Check each of the following for which you need a license:

X A. hairdresser
____ B. citizen
X C. beautician
X D. marriage
____ E. divorce
X F. driving
____ G. Governor
X H. doctor
____ I. President
X J. plumber

3. Check which ones you should do if you are arrested:

____ A. Run away
X B. Keep quiet
X C. Ask for a lawyer
____ D. Tell the policeman everything you know.

4. 

This sign means to:

____ A. Stop.
X B. Stop if there is traffic coming.
____ C. Go ahead.

5. (Show pictures of the following) Name these:

A. (Social Security card)
B. (Judge)
C. (Courtroom)
D. (Witness)
E. (President)
F. (Vice-President)
G. (Governor)
H. (Lt. Governor)
I. (Senators)
J. (Representatives)
K. (Policeman)
L. (lawyer)

6. Why are "height" and "weight" included on the application for a driver's license?

____ A. So that your application will be complete.
____ B. Because they stay the same.
____ C. Because being underweight may affect your driving.
X D. To help further identify you.

7. How many people are you allowed to call after you are arrested? (One)

8. (Public Defenders) are lawyers who are appointed by judges to give free help to people without money who are arrested or must go on trial.

TRUE OR FALSE

(T) 9. Legal Services charges fees according to the person's income.

(F) 10. In order to get a government job you must be a legal alien.

(T) 11. To study for citizenship you must study United States history and government.

(T) 12. The Constitution is the basis of all United States law.

(F) 13. There are two branches of government, legislative and judicial.

(F) 14. The chief executive for the state is the Lieutenant Governor.

(T) 15. There are four major forms of taxes: income, social security, excise and sales.

(F) 16. Social Security is only paid to people over 65.

(T) 17. Sales tax in New Mexico is put on all items and services that are sold.

(T) 18. Voting is one of a citizen's major responsibilities.

(T) 19. The three major forms of voting are by machine, paper ballot, and absentee ballot.

(T) 20. All votes cast in the United States in public elections are secret.

Planning Your Instructional Strategies

INSTRUCTOR SUGGESTIONS:

1. Introduce and practice vocabulary prior to attempting material.
2. Use pictures, props and dialogues to encourage discussion.
3. Because of the difficulty of the material it must be approached slowly and thoroughly with much drill.
4. Contrast federal government information with ex-country's government.

As these materials are as difficult as they are important, it is vital to cover them slowly, interspersing discussions, personal experiences, visits to the various offices mentioned, and visits by some of the officials mentioned, into the program as much as possible. Role playing is extremely valuable for students in this unit.

Sequential Progression

Vocabulary (immediate)	Application (short-term)	Implication (long-term)
Legal Aid lawyers judges arrest divorce child support fraud insurance leases/contracts	Where to find a lawyer Steps to take Rights	Protection: Legal, physical and monetary. Better understanding of personal legal rights and responsibilities
	***	
Voting Names of Officials Candidates Parties: Symbols Initials Poling Places Types of Ballot: machines absentee paper	Registering to Vote Finding Personal Poling Place Participation (taking others, informing self Informing self Newspapers Television League of Women Voters Opinions Public appearances of candidates Voting records of candidates	Voice in government Being an informed and concerned citizen Protecting your rights Recognizing responsibilities
	***	
Licenses driving trade profession	Where to get licenses Study for licenses (local educational facilities)	Job advancement Wages increases Mobility Improved life style Independence

Supplementary Resources
Government and Law

Adult Performance Level Project, Austin, University of Texas, 1977
Good instructor reference

"Community Life" Life Skills Series, Chicago, Society for Visual Education, 1978 Advanced, types of legal services.

Federal Textbooks On Citizenship, Washington, U.S. Government Printing Office, 1976

Ingles Para Sobrevivir, Northbrook, Ill., Spanish Books Dept., Quality Books, 1973. Intermediate.

Just around the Corner Series IV, New York, Cambridge Company, 1977 Advanced, Videotapes and texts on different aspects of government and law.

Keltner, Autumn: Howard, Leann and Lee, Frances, English for Adult Competency, Englewood Cliffs, NJ Prentice-Hall, 1981.

"Living On Your Own," Life Skills Series: Chicago, Society for Visual Education, Advanced, Legal.

New Mexico Driver's Manual, Santa Fe, NM, State of New Mexico Publication, Intermediate to advanced (should be free)

Reading Series, New York, Cambridge Book Co., 1977, Intermediate Advanced.

"Social Security Benefits" Adult Occupational Knowledge Project, Puyallup, Washington, Fort Steilacoom Community College, 1980.

"Social Security Number Application"- Plain Talk Forms, Philadelphia, The Center for Literacy, 1978, Advanced, excellent practical application.

Solving Life Problems in Government and Law, New York, Trafalgar House/ McGraw Hill, 1980.

"Summons and Subpoena", Plain Talk Forms, Philadelphia, The Center for Literacy, 1978.

"You and the Law" Modern Consumer Education, New York, Grolier Education Corporation, 1974, Advanced level but very thorough in covering problems consumers could face - good instructor reference.

Building the Vocabulary and Concepts

Beginning Vocabulary:

license
beautician
exam
passed
policeman
caught
sign
senator
Social Security Card
blood test
divorce
forms
marriage
grabbed
appointment
course

temporary
nervous
robbed
nothing
judge
representative
scared
witness
governor
Independence Day
right
hairdresser
duplicate
custody
lawyer
obey

government
Santa Fe
good luck
separation
adoptions
police station
laws
President
lieutenant governor
Washington, D.C.
citizen(ship)
fill out
child support
safety
vice-president
Southern New Mexico Legal Services

Putting the Words and Ideas into Action

LICENSE

(Teacher introduces definition)

What is a license?

1. A license gives you the right to do something.
2. Formal permission from authority to do something.

Let' name people who must have licenses --

Electrician Builders Beautician Teachers
Plumbers Doctors Lawyers

What license do we need or do we have?

Marriage license
Driving license

(This dialogue can be adapted to cover licensing of any trade or occupation where a license is needed.)

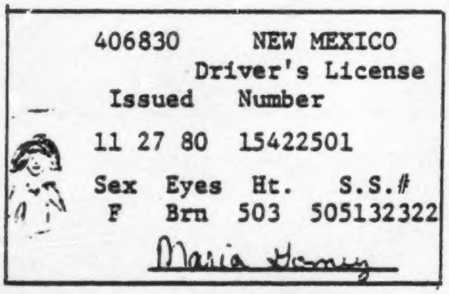
BEAUTICIAN'S LICENSE

Teacher: Joseph, would you answer some questions for me?
Joseph: Okay.
Teacher: How did your brother become a hairdresser?
Joseph: He studied at the local beauty college.
Teacher: Then what did he do?
Joseph: He went to Santa Fe to take an exam.
Teacher: Then what?
Joseph: He passed and got his license.
Teacher: Very nice, Thank you.

(Stress Contractions--"I'm"--explain contractions again)

MARRIAGE LICENSE

Carol: Hi, Mary. How are you?
Mary: Fine, thanks, I guess!
Carol: You guess?
Mary: I'm nervous. I'm getting married.
Carol: Have you got your license?
Mary: Not yet - we had to have our blood test first. Next we get our license.
Carol: Good luck.
Mary: Thanks a lot.



406830 NEW MEXICO
Driver's License
Issued Number
11 27 80 15422501
Sex Eyes Ht. S.S.#
F Brn 503 505132322
Maria Gomez

DRIVER'S LICENSE

INTERIM DRIVERS LICENSE
(TEMPORARY)
VALID FOR 60 DAYS FROM
July 10, 198-
406830 Maria Gomez
Maria Gomez

TEMPORARY LICENSE

Maria: I lost my driver's license yesterday. Can I get a temporary license?
Clerk: Yes, you can. Fill out this form.
Maria: When will I get my duplicate license?
Clerk: You'll get it in a few weeks.

SOCIAL SECURITY CARD

Maria: I lost my Social Security Card. What do I need to do?
Clerk: Fill out this application form.
Maria: Will I get a duplicate card?
Clerk: Yes, you will. You'll get it in the mail.

DIVORCE OR SEPARATION OR CHILD SUPPORT

Jean: Mary, I need some help.
Mary: What's the matter?
Jean: My husband isn't giving us any money; he's not even coming home.
Mary: Why don't you call Southern New Mexico Legal Services?
Jean: What can they do?
Mary: They help with family problems -- adoptions, divorce, child support and custody.
Jean: Do I have to make an appointment?
Mary: Yes, call for an appointment.

YOUR RIGHTS

Robert: Boy! Wait until you hear what happened to me.
Bill: What happened?
Robert: I was walking by Circle K - a guy came running out. Next, the cops grabbed me! They thought I was the one who had just robbed the store.
Bill: WOW! What did you do?
Robert: They took me to the police station. I gave my name and address and they asked if I had a lawyer.
Bill: You haven't the money for a lawyer!
Robert: I know but I've been told that I could have one free if I am broke.
Bill: Go on.
Robert: My lawyer talked to me, then to the police.
Bill: So...
Robert: Was I lucky! The robber held up another Circle K and got caught.
Bill: Boy, oh boy!
Robert: The lawyer said I did the right thing. When the police said "...anything you say may be used against you..." I said nothing.
Bill: I'll remember that. I don't think I'll go walking at night.
Robert: I was really too scared to say anything.

OBEYING THE LAWS

People who live in this country must obey its laws.

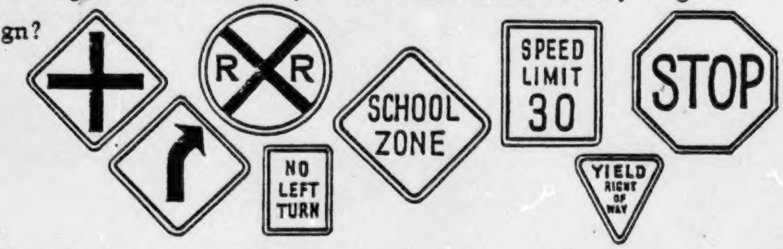
The laws are made for the good of all the people.

By obeying the laws we can all live together safely and happily.

Draw a line to join the right phrases together and make sentences.

The laws are made must obey its laws.
We can all live together for the good of all people.
The people of the United States if we obey our laws.

Our country does many things for our safety. Here are some safety signs. What color is each sign?



We have many fine policemen in our country.

They protect us and help us to obey the laws.

Respect and obey your __________.

CITIZENSHIP

Donald: I would like to become a citizen. How long do I have to live in the United States?

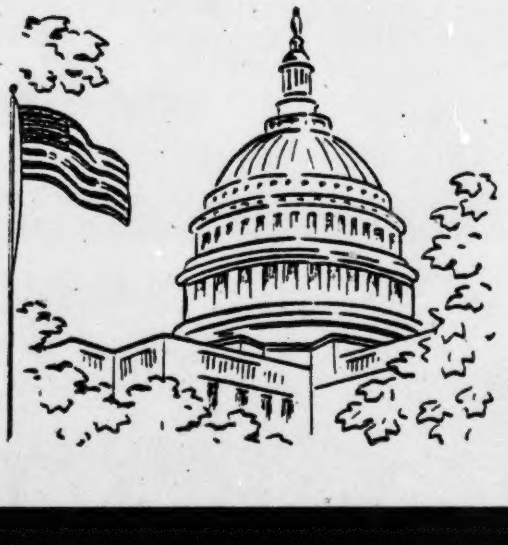
Anna: You must live in the United States five (5) years and you must live in most states six (6) months.

Donald: I have lived in the United States four and a half (4½) years.

Anna: You have time to take the course in citizenship. The teacher will show you what to learn. She also helps fill out the forms.

Donald: Good, I'll do that!

THE CAPITOL OF OUR UNITED STATES



This is the beautiful white dome on our nation's capitol in Washington,D.C.
The capital city was named Washington in honor or our first president.
The flag flies day and night at our capitol building

***

Mary: John, what is the capital of the United States?
John: I don't know.
Mary: The capital of the United States is Washington, D.C.
John: Have you visited Washington, D.C.?
Mary: No, I have seen pictures on T.V. of the capital, the President and the Vice-President.

THE PRESIDENT OF THE UNITED STATES

The President of the United States lives in the city of Washington, D.C.

His home is called the "White House."

The President is the head of our country. He is elected every four years.

He is chosen by the people of the United States.

Write the name of the President of the United States. ____________________

In what city does the President live? ____________________

What is the President's house called? ____________________

Who elects the President? ____________________

John: I saw the President on T.V. this morning.
Pedro: President who?
John: President of the United States-- ______________. Do you know the names of the people in government?
Pedro: Tell me some names.
John: Well, the President is ______________. The Vice-President is ______________. Our Senators are ______________ and ______________ and our Representatives are ______________ and ______________.
Pedro: Tell me again. I forget.

Johnny: Do the President and the Vice President run the government for the State of New Mexico?
Charles: No. The State of New Mexico is run by a governor, a Lieutenant Governor, State Senators and Representatives.
Johnny: It sounds like the Federal Government.
Charles: It is, but it is smaller.
Johnny: Our cities are run the same way, but they are even smaller.

JULY 4 is one of our most important patriotic holidays. It is the birthday of our country. On July 4, 1776, our forefathers declared this a free country. July 4 is sometimes called INDEPENDENCE DAY. We celebrate July 4 with many flags, parades, and often fireworks displays.

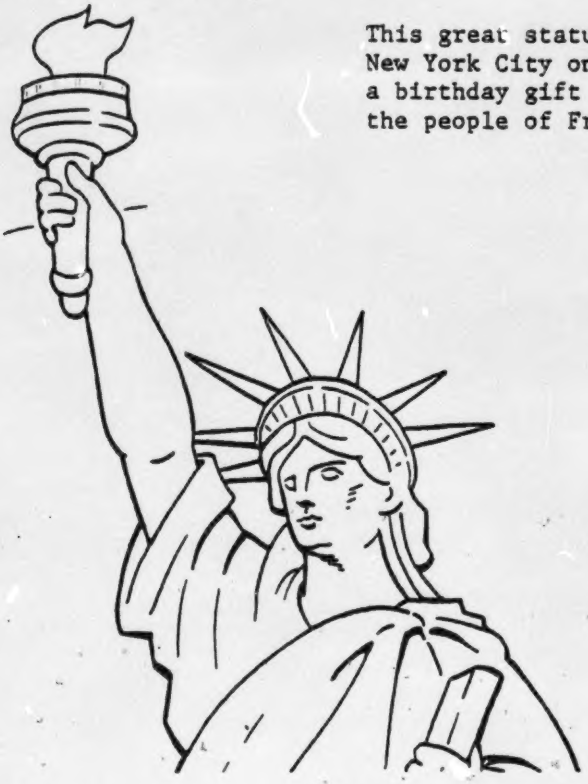
We display our flags on July ____.

This is the birthday of our ______________.

July 4 is sometimes called ______________ __________.

Jean: Independence Day in the United States is July 4th.
Maria: Mexico's Independence Day is September 16th.
Jean: We have parades, fireworks, and lots of parties, and picnics.
Maria: It's the same in Mexico. I like the picnics and fireworks.

THE STATUE OF LIBERTY



This great statue stands in the harbor of New York City on Bedloe's Island. It was a birthday gift to the United States from the people of France on July 4, 1884.

THE STORY OF OUR FLAG

Our first flag was made a long time ago. There were only 13 states in our United States of America then. It is said that Betsy Ross sewed our first flag. Our first flag had 13 stripes. That was one stripe for each state. There were only 13 stars, one for each state, on this flag. On June 14, 1777, this new flag became the official flag of the United States of America. June 14 became our National Flag Day. We celebrate Flag Day each year by displaying flags at our homes, on the streets, and in parades.

______________________________ made our first flag.

The first flag had _____ stripes and _____ stars.

June 14 is __________ __________ ______________.

There are 13 stripes in our flag. When our country began there were only 13 states. A stripe was put in the flag for each state. Each star in our flag now stands for a state. Many states have been added since our country began. There are now 50 states. So, there are 50 stars in our flag.

Each stripe in the flag stands for one of the original thirteen __________ of our country.

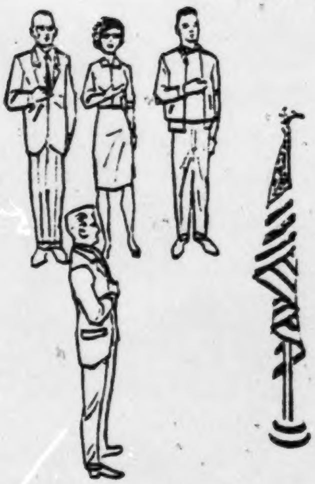
There are now ______ states in the United States. There are ____ stars in our flag.

In what state do you live? ______________________

PLEDGE TO THE FLAG

To pledge allegiance to the flag, stand up straight, head up and eyes on the flag, with your right hand on your heart and say:

> "I pledge allegiance to the flag of the United States
> of America and to the republic for which it stands,
> one nation under God, indivisible, with liberty and
> justice for all."



Fill in the right words:

"I pledge allegiance to the ________ of the __________________________
of _______________________ and to the _________________ for which it
stands, one ___________ under God, indivisible, with ________________
and ____________________ for all."

The flag is displayed from a tall flagpole in every schoolyard. It is displayed from the opening of school each morning until the close in the afternoon. It need not be displayed on rainy or on very stormy days. It is raised quickly and lowered slowly. The flag should never be allowed to touch the ground. A large flag is folded carefully when put away. Our American flag flies above all other flags we have on display.

The flag (should, should never) be allowed to touch the ground.
A large flag (can, cannot) be folded when put away.

HOW THE UNITED STATES BEGAN

Before the year 1776, there was no United States of America. There were only 13 small colonies or settlements. These were along the eastern coast of our country. The colonies were not free. They belonged to England.

The people in the colonies wanted to be free. They wanted to make their own laws. They especially wanted to have the kind of religion they pleased. In July, 1776, 55 men from the colonies met in the city of Philadelphia. These men drew up a paper which said that the Americans were free from England. The men signed their names to this paper on July 4, 1776. This paper was the DECLARATION OF INDEPENDENCE.

Before the year ______, there was no ________ ____________. There were thirteen small _________. The colonies belonged to _______________. The people in the colonies wanted to be _______. Our forefathers drew up a paper called the ______________________ ____ ________________________, it was signed on __________________.

Building the Vocabulary and Concepts

Intermediate Vocabulary:

license
plate
proper
ticket
sample
form
initial
disability
handicap
physical
epilepsy
subject
seizures
suspended
revoked
deny
protect
arrest
booking
charge
trial
sentence
worship
union

involved
judge
court
questioning
future
attorney
available
innocent
resist
summons
legal notice
claim
whiplash
client
divorce
separation
counseling
landlord
communities
legal aid
legal services
appoint
public defender
federal

assigns
stall
accuse
obvious
sue
decree
settlement
percentage
insurance
custody
office
branch
magazine
articles
juvenile
misdemeanor
President
congress
senator
representative
Supreme Court
justice
governor
taxes
Social Security

Putting the Words and Ideas into Action
Intermediate Level Activities

YOU NEED A LICENSE

A license is a piece of paper or a metal plate that shows to others that it is all right for you to do something. Many people have driver's licenses which show that they have proven that they know how to drive a car. People who own cars also have a license plate which shows that they have paid a fee so that their car can be run in the state. People who get married must buy a marriage license. The fee pays for the keeping of records for all people married in the state. Businesses must buy licenses in cities and states where they operate. Electricians, plumbers, builders, doctors, lawyers, teachers all must have licenses to do their work and must pass tests to prove they can do their jobs.

Without the proper license to drive and without registration for your car, you can be given a ticket, or arrested. Tickets cost money and time. Get a proper license for yourself and your car.

Here is a sample of the type of form you might fill out to get a license:

Full Name ____
Last First Middle Initial

____
Street address City State Zip Code

______ / ______ / ______ / ______ / ______ / ______
Eye Color Height Weight Sex Birthdate

ANSWER THE FOLLOWING QUESTIONS BY CHECKING YES OR NO

1. Have you any physical disability or handicap? YES ____ NO ____
2. Have you ever been subject to epilepsy, fainting spells or seizures? YES ____ NO ____
3. Is your license currently suspended, revoked or denied? YES ____ NO ____
4. Did you complete a High School Driver Education Course? YES ____ NO ____
5. Are you now a resident of the State of New Mexico? YES ____ NO ____
6. Will you be operating a motorcycle on public streets and highways? YES ____ NO ____

____
Date Signature

In order to fill in an application for registration of your car, take certain information about the car with you. You must also be able to understand the form in order to use this information. Here is a sample application for study.

APPLICATION FOR REGISTRATION OR TITLE

PLEASE PRINT

Use your full first name, not initial. A married women uses her own first name.

Last Name First Middle Initial

Month/Day/Year of Birth

Number and Street (mailing address)

City of Town State Zip Code

Your legal address is required if different from your mailing address.

County Legal Address

SUPPLY THE FOLLOWING INFORMATION FOR THE VEHICLE YOU ARE REGISTERING:

Year / Make / Body Type / Color / Weight

Vehicle Identification Number

What does "Make" mean?

Which of the following is not a body type? convertible, rotary, sedan, station-wagon

Which of the following information about your car is used to fill in a registration form: weight, color, vehicle identification number, model year

THE RIGHTS OF AN ARRESTED PERSON

John is in trouble with the law. He has just been arrested. It is important for John to know how he and the policemen should act so that his rights are protected.

John was stopped when he was running down a street from a gas station that had been robbed of $60.00. John had $60.00 in his pocket. This is what happened.

ARREST:	The policemen will arrest John.
BOOKING:	John will be taken to the police station and booked. ("Booking is when a record of John's arrest is made.) John will have to stay in jail.
CHARGE:	As soon as possible, John will be taken before a judge. The judge will explain why John is being kept, what crime the police believes he has committed. John could pay a sum of money to get out of jail until his trial comes up, this is called "bail".
TRIAL:	John will be given a trial in a court of law as soon as possible to decide whether or not he is guilty.
SENTENCE:	If John is found guilty he will be told what he must do to pay for the crime. He may go to prison. The time he spends paying for the crime is called his "sentence". If John is found not guilty he will go free.

QUESTIONS:

1. What are the steps involved in a criminal case? (arrest, booking, charge, trial, sentence)
2. Albert Brooks is brought before a judge. The judge tells Albert officially that the state is prepared to try him for car theft. What is the name of this step? ______________________.
3. Henry Goldman is stopped by a policeman and ordered to come to the police station. What is the name of this step?

   ____

4. Peter Finch is taken into a courtroom where a judge and jury decide whether or not he is guilty of a crime. Name this step: ___________________________.
5. At the end of her trial, Karen McDonald is told by a judge that she will be sent to prison for two years. Name this step:

   ___________________________________.

6. David Garcia has just been arrested. A police sergeant at the police station writes down David's name, address and the reason for his arrest. Then David is kept in jail for the night. Name this step: __________________________.

(The correct answers are at the end of the unit.)

THE RIGHTS OF AN ARRESTED PERSON

If you are ever arrested, don't fight with the police. You will be much better off if you remain quiet and polite. Also remember that you have certain rights that help protect you:

> You have the right to know why you are being arrested.
> Tell the police only your name and address. (If you do tell the police anything, they can use whatever you say against you at your trial.)
> Do not answer any questions until you get a lawyer.
> You have the right to have your lawyer with you during the questioning.
> If you don't have a lawyer - ask for one. The police will get one for you, whether or not you have any money. (If you have no money, you will get the services of the Public Defender, without charge.)

Questions:

George Porter was arrested and taken to the police station. He made all the statements listed below without a lawyer's advice. When he made two of these statements, he gave up some of his rights. (Write the numbers of these two statements. Answers at the end of the Unit.)

7. My name is George Porter.
8. I live at 501 Caber Street
9. I didn't do anything. Ed Kale, who was with me, he's the guy you want.
10. I don't have a lawyer, and I want one.
11. I'll talk if you just leave me alone.

If you are arrested the policeman will ask you these questions:

1. "You have the right to remain silent and refuse to answer questions. Do you understand?"
2. "Anything you do or say may be used against you in a court of law. Do you understand?"
3. "You have the right to consult an attorney (lawyer) before speaking to the police, and to have an attorney present during any questioning now and in the future. Do you understand?"
4. "If you cannot afford an attorney, one will be provided without cost. Do you understand?"

5. "If you do not have an attorney available, you have the right to remain silent until you have had an opportunity to consult with one. Do you understand?"
6. "Now that I have advised you of your rights, are you willing to answer questions without an attorney present?"

Questions:

12. If you answer "yes" to all of these questions, you will not be making full use of all your rights. To keep all your rights, which question would you answer "no" to? (Write the number of the question.)

If you are arrested:

1. Don't put up a fight.
2. Tell only your name and address.
3. Ask for a lawyer.
4. You are allowed only one call. If you have your own lawyer, call him; or call your family. Call someone who can help you. You are allowed to make one call from the police station. Call your family, or a lawyer if you know one.

Questions:

13. Alice was arrested for stealing; she did not resist the arrest. At the police station, she called a lawyer. A policeman at the station then told her, "If you talk now, it will be easier for you." She answered all the questions that the police asked her. Did she give up any of her rights? (Yes or No)
14. Charles called his family from the police station when he was arrested while driving a stolen car. His father came down to the station and said, "We'll get you a lawyer, son. But until the lawyer gets here, you have to tell the police everything." Is Charles' father right? (Yes or No)
15. Phil was arrested by a policeman for a store robbery. The policeman took his name and address. But Phil was innocent; he had never been in that store in his life. He told that to the policeman, who still wouldn't let him go. Phil hit the policeman and ran away. Did he do anything wrong? (Yes or No)

16. At the police station, Thelma told a policeman, "I don't need a lawyer. I'm not guilty of whatever it is that you arrested me for. Did Thelma do the right thing? (Yes or No)

17. Jerry was arrested for reckless driving while on his way to pick up a blind date. At the station house, he was allowed to make one phone call. He called his date to tell her that he was under arrest and couldn't take her out that night. Was this what he should have done? (Yes or No)

Check each of the following things to do for your own protection if you are arrested.

____ 18. Go with the policeman who arrests you, even if you are not guilty.
____ 19. Resist the policeman, if you know you are not guilty.
____ 20. Get a lawyer whether you are guilty or not.
____ 21. Refuse a lawyer if you are not guilty.
____ 22. Answer all questions that the police ask you.
____ 23. Ask the police for a lawyer if you haven't got one or can't get one in a hurry.
____ 24. Phone your family, or phone a lawyer, if you have one.
____ 25. Refuse to tell the police your name.

Answers:

1. arrest, booking, charge, trial, sentence
2. charge
3. arrest
4. trial
5. sentence
6. booking

7-11 You should have written numbers 8 and 10 Bill gave up his right not to say anything with these two statements.

12. You would answer "no" to question 6.
13. Yes
14. No
15. Yes
16. No
17. No

18-25 Check 18, 20, 23, 24. Do not check 19, 21, 22, 25

WHEN YOU NEED A LAWYER

There are times when you can use a lawyer:

A. If you are asked to sign a paper and you don't understand some parts of the paper, a lawyer can help you on the tricky parts.

B. You receive a summons to go to court. You have to answer the notice. It's a good idea to get a lawyer to tell you how to do it.

C. If you are arrested, you have a right to call a lawyer. You will need a lawyer if you go to court. You will be better protected if the case goes to trial.

Questions:

1. Your name is Jerry McDonald. One night you hear the doorbell ring. You answer and a man shoves a paper in your hand and leaves. The paper is a summons. Check below why you need a lawyer.

    ____ A. You were asked to sign a paper you didn't understand.
    ____ B. You got a legal notice.
    ____ C. You were arrested by a policeman.

2. You are running away from the 7-11 which has just been robbed. A policeman grabs you. He says, "You are going to the station. Anything you say will be used against you." Why should you get a lawyer?

    ____ A. You were asked to sign a paper you don't understand.
    ____ B. You got a legal notice.
    ____ C. You were arrested by a policeman.

3. You need money and you borrow from a finance company. Before you sign, you notice a part you can't understand. It says: "In lieu of applying each payment as and when made first to interest and then to principal, payments may be applied to such total amount subject to adjustments provided by banking law section 352-(1,2,3 and 4)"

    In a case like this you need a lawyer because:

    A. You were asked to sign a paper you don't understand.
    B. You got a legal notice.
    C. You were arrested by a policeman.

Your roof is leaking and the landlord won't do anything but give you an extra pail

You bought a new refrigerator and it won't stop making ice cubes. The store won't take it back.

You run into the rear of another person's car. The other driver's lawyer claims whiplash for his client. Get a lawyer in a hurry or better yet, it you have car insurance, call for the insurance company's lawyer in a hurry.

It doesn't take too much detail to get married. It takes a lawyer's help to get a divorce.

Questions:

4. You and your wife fight like a cat and a dog. You have tried counseling and nothing helps. You need a lawyer. Why?
    - A. You want to make somebody do something he is legally supposed to do.
    - B. You had an accident where a person was hurt.
    - C. You want a separation or divorce.
5. The temperature is 25 degrees. There is no heat in your apartment, and the landlord has been stalling for a week. Why do you need a lawyer?
    - A. You want to make somebody do something he is legally supposed to do.
    - B. You had an accident where a person was hurt.
    - C. You want a separation or divorce.

Where can you get a lawyer for little or no money?

Legal Aid is available in a great many communities. Legal Services are supported by the government. It's similar to Legal Aid. Public Defenders can help you if you are arrested or go on trial. The judge appoints a Public Defender for any person who has no money. If you belong to a union, you may get a union lawyer at little or no cost.

Questions:

6. Tom Brown works for a mining company. He's having trouble with car payments. What's the best thing he can do?
    - A. Ask for a Public Defender.
    - B. See if the union he belongs to offers low cost or free legal help.
7. If a judge assigns you a lawyer, he is a:
    - A. Union lawyer
    - B. Public Defender

You need low cost or free legal help. You aren't a union member and you aren't accused of a crime so you can't have a Public Defender. What do you do?

You go to Legal Aid or Legal Services and prove you can't pay for a lawyer. There are no set rules throughout the country as to who can or cannot afford to pay.

Generally, it is agreed that if you are not married, and make over $85 a week, you can get your own lawyer. If you have the above salary and more than $300 in the bank, you can get your own lawyer. If you have a good car and don't need it to drive to work, you can get your own lawyer.

If you are married and make more than $100 a week, ($115 if you have a child), you can get your own lawyer.

Legal Aid won't take a case which involves one person suing another person for more than $500. It's obvious if the person who sues wins he can pay his lawyer out of the settlement.

Questions:

10. Which of the following people can't ask for Legal Aid or Legal Services?

    X A. Jimmy Burns has a job that pays $150 a week. He has $500 in the bank. He rides a bus to work.

    ____ B. Phil Silvers makes $70 a week. He has $40 in the bank. He drives an old car to work.

11. Legal Aid or Legal Services will turn down one or more of the following cases:

    A. John Smith is being sued for $1000.

    B. Larry Grant was injured by another car and wants to sue the driver for $1000.

    C. Terry Hawley wants the landlord to fix his leaky shower - it has been leaking two years.

How does a lawyer figure his fees? Start discussing fees as soon as you have finished giving the lawyer the facts. He will consider:

- How much time the case will take.
- How much time he will spend in court.
- How much money you are suing for. (Lawyer's often take as their fee, part of what you collect in a lawsuit -- a percentage if you win.)

Questions:

Mr. Crouch is a lawyer. He charges:

$20 an hour when he is not in court -- just to chat.

$150 for each day in court.

One third of whatever his client collects (if the client is suing for money.) In these cases he does not charge an hourly or daily fee -- he gambles on winning.

12. Mr. Crouch takes three hours to solve his client's problems. How much will he charge?

____ A. $20.

_X__ B. $60.

____ C. $150.

13. Mr. Crouch defended Henry Black who was sued for $10,000. Mr. Crouch won the case and Henry didn't have to pay anything to the man who sued him. Mr. Crouch spent two days in court and five hours preparing the case in his office. How much will he charge Henry?

____ A. $20.

____ B. $150.

_X__ C. $400.

14. Mr. Crouch takes the case of Jim Garvin who is suing a bus company for $3000. He wins the case. How much does he charge Jim?

____ A. $20.

____ B. $150.

_X__ C. $1,000.

What is the best way to work with a lawyer?

Begin by telling him the whole truth and nothing but the truth. He Can't tell anyone what you tell him.

Let the lawyer do the talking. Check with him before you make a statement or a decision.

Questions:

15. Pat took his girl for a ride in a stolen car. Arrested later he told his lawyer he had been alone in the car. What mistake did he make?

_X__ A. He didn't tell his lawyer the truth.

____ B. He didn't let his lawyer handle the case.

16. Mary was hurt in a car accident. She told her lawyer "SUE!" The insurance company lawyer for the other driver called on Mary. She accepted a settlement of $350. What did she do wrong?

____ A. She didn't tell the truth.

X B. She didn't let her lawyer handle the case.

John went to the lawyer for a divorce. The lawyers for John and his wife worked out the agreement. John's lawyer said, "Stay away from your wife." John didn't listen. He went to see his wife. They had a big fight. Now John's wife says, "No," to every suggestion by his lawyer. What mistake did John make?

____ A. He didn't tell the truth.

X B. He didn't let his lawyer handle the case.

Southern New Mexico Legal Services

1. Do you have to make an appointment?

    Be sure to call for an appointment.

2. Who receives the service free of charge?

    Any woman ("woman" because it usually is a woman) who receives aid - to dependent children - social security income or whose income is listed on the brochure from New Mexico Legal Services.

3. Do they help with family problems?

    Yes, adoptions, divorce, guardianship, child support and custody.

4. Can they help me rent a house if I have a housing problem?

    Yes, you have rights as a renter, as well as an owner.

5. Is there a special office for farming problems?

    Yes, the Farm Workers' Center, 416 W. Griggs, Las Cruces, NM 526-4451

6. If I am not sure about a legal problem, can I call them?

    Yes, the job of the Southern New Mexico Legal Services is to tell you what your rights are.

7. Is this service for all people?

    No, the service is for people who do not have the income to pay a regular lawyer's fee.

8. Will they help if working conditions are very bad on a job?

    Yes, they will assist you to find a remedy for the problem.

"Legal assistance is available free of charge to persons or families that receive AFDC, SSI or whose incomes are below the following amounts:

Number in Family		Monthly Income
One	$ 4,250 -	$354.17
Two	5,625 -	468.75
Three	7,000 -	583.33
Four	8,375 -	697.92
Five	9,750 -	812.50
Six	11,125 -	927.08

*For a family over six add for each individual - $114.58 per month. For family units with more than six members, add $1,375. for each additional member in a non-farm family.

"The types of services available includes assistance in the following cases:

1. FAMILY LAW: Adoptions, Divorces, Guardianships and Child Support and Custody.
2. ADMINISTRATIVE LAW: Appeals concerning Welfare Benefits, Social Security and Applications for Immigration Visas.
3. CONSUMER LAW: Consumer Counseling, Bankruptcy, Debt Collections, Truth-In-Lending.
4. HOUSING LAW: Tenants' Rights, Evictions, Rent and Deposit Disputes, Utility Problems.
5. PROPERTY LAW: Buying and Selling of Houses and Land, Wills, Trusts and Insurances.
6. CIVIL RIGHTS LAW: Employment Discrimination, Other Discrimination, Other Juvenile and School Problems.
7. EMPLOYMENT LAW: Wrongful Terminations, Wage Claims, Working Conditions, Migrant Labor

"Southern New Mexico Legal Services, Inc., (SNMLS), is a private, non-profit corporation that provides quality legal and educational assistance to low income people in the program's service area. SNMLS provides the community with legal advice, representation and seeks to inform them about their rights, remedies and responsibilities. SNMLS also promotes the reform of seeking greater responsiveness to the needs of the poor and the development by the people of their own institutions and economic enterprises. To that end, SNMLS provides assistance to the clients' councils.

"SNMLS maintains eight (8) offices serving the poor in the following areas:

OFFICE	LOCATION	BRANCH
Administrative Office	Las Cruces	
Alamogordo Regional Office	Otero County	
	Lincoln County	Carrizozo
		Ruidoso
Carlsbad Regional Office	Eddy County	Artesia
Centro Legal Campesino	Dona Ana County	
Clovis Regional Office	Curry County	
	De Baca County	Fort Sumner
	Quay County	Tucumcari
	Roosevelt County	Portales
Hobbs Regional Office	Lea County	
Las Cruces Regional Office	Dona Ana County	Anthony
Roswell Regional Office	Chaves County	

"The Administrative Office is staffed with the following positions:

EXECUTIVE DIRECTOR (+ PUBLIC RELATIONS DIRECTOR)
DEPUTY DIRECTOR (+ DIRECTOR OF LITIGATION)
COMMUNITY EDUCATION DIRECTOR
ADMINISTRATIVE COMPTROLLER
BOOKKEEPER
ADMINISTRATIVE ASSISTANTS
VOLUNTEERS

"The Centro Legal Campesino Office is staffed with the following positions:

COORDINATOR
STAFF ATTORNEYS
LEGAL ASSISTANTS
OUTREACH WORKERS
SECRETARY
VOLUNTEERS

"The Regional Offices are staffed with the following positions:

MANAGING ATTORNEYS
STAFF ATTORNEYS
LEGAL ASSISTANTS
SECRETARIES
VOLUNTEERS

"If we can be of assistance to you or if you have any questions, please do not hesitate to contact us."

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* * * * * * * * * *

CHILD SUPPORT

Adreana: I need help to get my ex-husband to support my kids.
Jane: Lawyers cost too much.
Betty: What about the Southern New Mexico Legal Services? They help on all kinds of problems.
Adreana: Where do I go?
Betty: The address is 416 Griggs Street. Be sure to call first for an appointment.
Jane: I've heard of another group, the Child Support Enforcement Bureau, they help you collect if your ex-husband isn't paying what he should.
Betty: Yes, they are at 221 North Main Street, they might help.

CHILD SUPPORT ENFORCEMENT BUREAU

"This is to inform you of the procedures of the Child Support Enforcement Bureau in collection of support for persons who are not recipients of Financial Assistance who are residents of the State of New Mexico.

First, we can accept your case for support enforcement. Usually you will have a decree of divorce or dissolution, but it may be another type of decree such as paternity order, reciprocal order, or juvenile court order. We can also accept cases referred from another state by the support enforcement (IV-D) agency of that state.

"If there is no support order, we can assist you in establishing paternity with an accompanying support order only if the alleged parent resides in the State of New Mexico. If the alleged parent does not reside in New Mexico, we can refer the case to the state of residence for legal action to the extent that state's law allows.

"If the absent parent is disputing matters of visitation, custody or property settlements, we do not act as your attorney in those matters. If you need an attorney, and do not already have one, we suggest that you contact your local Bar Association. They will make an appropriate referral for further actions as necessary.

"We can usually collect current support. We will try to collect arrears, but we may not be successful.

"The Department charges a fee for services provided you. A $20.00 application fee will be charged for the establishment of your case file. Charges will be accrued as services are performed, according to the fee schedule in effect. No collection will be made from you until support money is received, except for the application fee which must be paid before any action is taken and any costs which may be required to be advanced directly to the court or process server.

"A further charge per month, (as per the fee schedule current for that period) will be accrued on the books each month that the case is worked in a field office for additional support enforcement services, if required, including location of the absent parent when necessary. The actual collection of fees by this Department is by deduction from the support collected. Other than the $20.00, application fee which must be paid in advance, we do not deduct any monies unless we collect support, and we cannot collect fees in an amount greater than twenty-five percent of the support collected.

"Thus, the actual monthly fee collected from you will be either twenty-five percent of the support payment collected from the absent parent or the total amount of fees accrued on our books at the time of payment, whichever is the lesser.

"AFTER THE FILE HAS BEEN ESTABLISHED IN THIS OFFICE, YOU MUST SEND ANY SUPPORT MONEY RECEIVED DIRECTLY FROM THE ABSENT PARENT TO THIS OFFICE FOR FEE DEDUCTION.

"When you submit your request for the services, you are required to include a statement of all payments received since the entry of any court order for support.

"Once we receive your application and our file is set up, a letter is sent to the absent parent informing him of the support obligation, giving him ten days to commence making payments on the current monthly obligation, and to contact this office to examine his ability to make payments on the arrearages. We require that he make payments through the State Office. If he pays, the payment is then processed, the fees deducted, and mailed to you. Payment will be mailed to you on the last working day of the month following the receipt of payment.

"This office works all non-public assistance cases on the same basis as public assistance cases. The collection procedure we follow will usually work and you will get your money if it is possible to collect. If he has nothing, we will not be able to collect. If the absent parent simply will not pay, it will be a minimum of 120 days before you can expect payment, if collections can be effected. If problems come up, we will contact you to discuss and resolve these problems. However, in most of these cases, it is unrealistic to expect money until 120 days have passed.

"For this reason, we ask you to please NOT telephone this office. Telephone calls waste staff time and this staff time is desperately needed to collect your money and the money of other persons like you.

"We make this request that you not telephone us so that we may better serve you. Make no mistake, we want to help and represent you and your children. We have an efficient "tickler" system to follow up on cases, and delays are caused by substantial telephone inquiries.

"If you know something you feel is important to the collection effort, please contact the field office to which you made application and which has your case file, by letter. When writing, be sure to give your name, address, phone number, and the name of the absent parent. Be sure to advise us in writing immediately of any change in your address or phone number.

"If you wish to terminate our service for any reason, it will be necessary for you to write us a letter requesting termination. You will still be obligated to reimburse the Department for any fees incurred still unpaid.

"The following New Mexico Child Support Non-AFDC fee schedule is effective as of 4/78.

Application Fee	$20.00
Location of Absent Parent	$68.00
Establishment of Paternity and Establishment of a Court Ordered Support Obligation	$145.00
Establishment of a Support Obligation	$70.00
Enforcement of a Support Obligation	$40.00

NOTE: Additional costs specific to the case in question, e.g., court filing fees witness travel, expert witness fees, laboratory tests, polygraph examination will be billed separately at actual costs.

"I acknowledge receipt of this current fee schedule and further agree that fees may be charged in accordance with any revised fee schedule hereinafter set by CSEB, a copy of which is to be sent to me by certified mail at my last address on file, prior to any increased deduction.

"Please do not ask a private attorney or a District Attorney to enforce support while we are doing the same thing. The absent parent gains an excuse not to pay if two agencies are acting against him simultaneously. There is also a risk to you and us in taking wrongful action if collections are being made and are unknown to us.

"Your cooperation is greatly appreciated. We hope that we can be of real service to you."

CSEB REPRESENTATIVE CLIENT DATE

(Reprinted with permission from the Child Support Enforcement Bureau)

CITIZENSHIP

Stefan: Where are you going, Peter?
Peter: To vote. Today is election day and the boss let me off early so I can vote.
Stefan: Vote? Can I come with you?
Peter: You haven't changed your citizenship yet, have you?
Stefan: No, do you have to be a citizen to vote?
Peter: In order to vote in New Mexico you have to be a citizen, over 18 years old, and registered to vote. If you apply for citizenship soon, you could vote in the next election.
Stefan: How do I do that?
Peter: You can get applications from the Immigration and Naturalization Service, the Court House, or the Adult Education Office at the Dona Ana Branch. They all have people to help you.
Stefan: I'll start on that during my lunch hour.

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Stefan: During lunch today I got some papers to fill out to get United States citizenship.
Maria: Why did you do that?
Stefan: Well, I can't vote unless I'm a citizen so I can't say how I want this government run even though I pay taxes.
Maria: Yes, and remember that job I applied for at White Sands, even kitchen help had to be citizens as long as it was a government job.
Stefan: Right. Anyway, I thought it would be a good idea, as we plan to make this our home from now on.
Maria: Did you get any forms for me?
Stefan: Yes, and I also found out about some classes we can take to help us with the test.

****

Maria: Can you watch my kids for two hours tonight?
Carla: Sure, why? Are you going somewhere special?
Maria: Stefan and I have applied for citizenship and we're going to classes to study for the test.
Carla: Do you have to go to classes to become a citizen?
Maria: No, but it's more fun to work with a group all trying for the same thing.
Carla: What do you study?
Maria: It's going to be about the government and history of the United States mainly.
Carla: I'd like to know about some of the holidays and traditions, will you study those?
Maria: I don't know, but I think we will if we ask the teacher, after all, the class is to help us become good citizens, the more we know the better off we'll be.

In order to be a good citizen, some of your responsibilities are to know how the government works, what jobs are filled by people for whom you can vote, and what the people are like who want to fill these positions.

You can find out what the people are like by listening to what they say, watching what they do and checking on what they have done. All of this can be found in newspapers and magazine articles but don't depend on just one or two sources, try to find as many different viewpoints as possible so you can judge fairly. This can be done at any time but most people do it during the election year because then they know who to check on.

The Constitution of the United States tells us how the government is set up, how it is run and what are the rights and responsibilities of the people in the country.

The basic pattern for government is three parts, a law-making section, a law enforcement section and a law explaining section. Legislatures make the laws; executives enforce the laws; and judges explain the laws. This is the way the federal, state, and local governments are run.

The following is a chart of the Constitutional plan for the Federal Government.

UNITED STATES GOVERNMENT

(Articles I, II, III of the Constitution)

Branches	Parts	Major Functions	Title	#	Elected/ Appointed	Term of Office	Requirements
Legislative	Congress						
	1) Senate	Make the laws	Senators	100	elected	6 years	30 yrs. old, 9 yrs. in country and a citizen resident of the state elected from
	2) House of Representatives		Representatives (Congressmen)	435	elected	2 years	25 years old, 7 years in country and a citizen resident of the state elected from
Executive	1) Executive	Enforce the laws	1) President	1	elected	4 years	35 years old, 14 years in country and a native born citizen
	2) Cabinet		2) Vice President	1	elected	4 years	
			3) Secretaries of the Cabinet (Const. Amendments)	11	appointed	---	Senate approval
Judicial	1) Supreme Court.	Explain the laws	1) Chief Justice	1	appointed	life	Senate approval
	2) Lower Courts		2) Justices	8	appointed	life	
			3) Judges	1	appointed	life	

(NOTE: You may want to rewrite this to reflect the organization of your county.)

The State of New Mexico has the same basic organization as the Federal Government. The legislative branch is called the Legislature, the executives are called the Governor and the Lieutenant Governor. There is a Supreme Court with five members who are elected for eight-year terms of office; and there is a Court of Appeals with seven judges elected for eight-year terms of office.

In Dona Ana County, the legislative branch is the County Commission with three members elected for a two-year term. The executive is the County Manager who is appointed by the County Commission. The court system has two judges who also act as juvenile court judges and are elected for a six-year term; and magistrate court judges for misdemeanors who are elected for four years.

Las Cruces has an elected City Commission whose head is called the Mayor and whose members are elected for four-year terms. The City Commissioners appoint a City Manager. There is a Municipal Judge elected for a four-year term.

The idea of having three separate branches of government is to ensure that no one group gains too much power. If any one group got too much power they could start changing the laws and government to favor small groups instead of the majority of the people. Our government works to make sure that the majority rules--that ideas favorable to the largest number of people are encouraged.

Current Office Holders

United States Government:

President: Ronald Reagan Vice President:

Cabinet Members:

Secretary of State:
Secretary of the Treasury:
Secretary of Defense:
Secretary of the Interior:
Secretary of Agriculture:
Secretary of Commerce:
Secretary of Labor:
Secretary of Health & Welfare:
Secretary of Housing & Urban Dev.:
Secretary of Transportation:
Secretary of Energy:
Secretary of Education:
Attorney General:

Congressional Members from New Mexico:

Senator Peter Domenici
Senator Harrison Schmitt

Representative Joseph R. Skeen
Representative Manuel Lujan

Supreme Court Justices:

Chief Justice Warren E. Burger
Assoc. Justices:
William J. Brennan, Jr.
Lewis F. Powell, Jr.
William H. Rehnquist
John Paul Stevens
Potter Stewart
Byron R. White
Thurgood Marshall
Harry A. Blackmun

(NOTE: Fill in Cabinet Members. Update at election time. Your local League of Women Voters, your County Clerk's Office, and your U.S. Congressman's Office will have this information.)

New Mexico State Government:

Governor: Bruce King
Lieutenant Governor: Roberto Mondragon
Secretary of State: Shirley Hooper
State Auditor: Alvin C. Castillo

New Mexico State Government:

State Treasurer: Jan Alan Hartke
Attorney General: Jeff Bingaman
Commissioner of Public Lands: Alex J. Armijo
Supreme Court:
    Chief Justice: Dan Sosa
    Justice: William F. Riordan
    Justice: H. Vern Payne
    Justice: Mack Easley
    Justice: William Federici

Questions:

1. How many branches are there in the government: ________________
2. What do the legislatures do? ________________________________
3. What do the executives do? ________________________________
4. What do the judges do? ________________________________
5. Who is the executive for the United States Government and what is his title? ________________________________
6. Who is the executive for the State of New Mexico and what is his title? ________________________________
7. What are the two parts of the legislative branch? ______________ ________________________________
8. How many United States Senators are there from each state?______
9. Name the United States Senators from New Mexico? ______________ ________________________________
10. How many United States Congressmen are there from New Mexico? ___
11. Name the Congressmen from New Mexico. ______________________ ________________________________
12. What is the name of the highest United States Court?____________ ________________________________

The League of Women Voters study and provide information on national, state and local levels. National Issues: Energy, Economic Development, Juvenile Justice, Windfall profits tax. State Issues: Watch bills relating to Day Care Centers; encourage continuation of King's Juvenile Task Force which is studying state laws relating to child and juvenile offenders. Local level: Publish questionaires which cover individual candidates' beliefs; Support registering new voters; get people out to vote in primary and national elections; Study Public transportation needs; encourage publication of a Consumer Health Directory.

TAXES

Joe:	I make three dollars per hour. I work forty hours a week. Why isn't my check for one hundred and twenty dollars?
Pete:	Some money is taken out of everyone's check to pay for running the government.
Joe:	Why are there three numbers that are taken off?
Pete:	One is for the federal government, one for the state government and one to pay for Social Security so we will have money when we are old.

Mary:	Why did you add $1.70 after you had finished with my food?
Checker:	You bought $40.00 worth of groceries and the $1.70 is the sales tax.
Mary:	What is sales tax?
Checker:	The sales tax is money this store must pay the state government. They take part of every dollar. In Las Cruces it is 4¼ percent of every dollar we take in to our store. 4¼ of $40.00 is $1.70.
Mary:	I'll remember that when I plan how to spend my money.

There are four taxes that we have to deal with regularly, income tax, social security tax, excise taxes, and sales tax. Income tax and the social security tax are paid by each person directly to the government. Excise taxes and sales taxes are paid to the government by businesses but are added to the prices of the products so that the people really pay them each time an item is purchased.

Income tax is the people's payment for keeping our form of government. Each person pays a percentage of his earnings to the government so it can pay its bills. The more money a person earns the higher the tax rate he pays. The annual income the federal government receives from income taxes is over $100 billion.

Social Security taxes are payroll taxes, money taken out of each persons' check, as are income taxes. The same percentage is taken out of each person's check. This money is sent to the United States Treasury to make Social Security payments to retired people. It also pays for health care and disability insurance for old people.

Excise taxes are taxes the federal government puts on certain goods and services. They are paid on many items from tobacco products to alcoholic beverages and from airline tickets to guns. This tax is added to the cost of the item and people pay it when they purchase the item. They are often called hidden taxes.

Sales taxes are put on goods and services by the state and local governments. They are in the form of a percentage of one dollar. Here in New Mexico the state tax is three and three quarters percent with some cities voting to add one quarter to one half percent more. Las Cruces has a four and one quarter percent tax. This means that, in Las Cruces, for every $10 worth of groceries you buy you pay $10.43. The sales tax is paid by businesses in New Mexico for the privilege of doing business in this state, and it is charged to the customer for every item or service sold in this state.

Questions:

1. The people's payment for our form of government is the:
   _X_ A. Income tax ____ C. Excise tax
   ____ B. Sales tax ____ D. Social Security Tax
2. Which taxes help support the older people in the United States:
   ____ A. Income taxes ____ C. Excise taxes
   ____ B. Sales taxes _X_ D. Social Security taxes
3. Excise taxes are paid by:
   ____ A. Big business ____ C. Manufacturers
   _X_ B. The people ____ D. Government
4. Sales tax is paid on:
   ____ A. Cars ____ C. Groceries
   ____ B. Doctors' bills _X_ D. All of these

RIGHTS AND RESPONSIBILITIES

Voting and paying taxes are responsibilites of citizens. For every "right" given to us by the Constitution there is a responsibility.

In order to live in a free country and have a government like ours we must vote and pay taxes.

In order to have the right to worship the way we want, we must make sure that our beliefs do not stop others from worshipping as they want.

In order to have the right to say what we think, we must make sure that what we say is true so that we don't hurt other people by what we say. We must also give other people the right to speak their ideas even if we don't agree.

In order to have the right of a trial by people of our own way of life we must serve on jury duty when called so that others may have the same chance.

In order to have the right to carry arms we have the responsibility to use the weapons carefully so that we don't hurt someone else's right to live.

All of these rights are guaranteed by the additions to the Constitution, the Bill of Rights and other amendments. The responsibilities are not written out, but good citizens act in such a way that the rights can be kept for us all.

The right to vote in a democratic country is one of the most important rights a citizen has. A person in the United States can be poor or unable to read and write, but that person can still vote.

All citizens after reaching their eighteenth birthday are eligible to vote in any election. But, even though you meet the citizenship, age, and residency requirements, you cannot vote until you have been properly registered.

In the State of New Mexico you may register through the County Clerk, members of the League of Women Voters, or special deputies of the Republican or Democratic parties.

The following is a sample voter registration form for the State of New Mexico. You are eligible to register in New Mexico if you are a citizen of the United States, over 18 years of age and living in the state.

REGISTERING TO VOTE

Stefan: Now that we're citizens we will register so we can vote in the next election.
Maria: Where do we do that?
Stefan: Pedro told me to go to the County Clerk's Office so I guess I'll go during my lunch hour.
Maria: Maybe our teacher knows a member of the League of Women Voters. They can help people fill out the registration forms and maybe we could do it some evening.
Stefan: That's a good idea, let's check.

THE VALLIANT CO. ALBUQUERQUE, N.M. 11872

TO INSURE GOOD CLEAR COPIES, PLACE ON HARD SURFACE AND PRINT FIRMLY OR TYPEWRITE

NEW MEXICO [illegible] VOTER REGISTRATION

This is an application for a ☐ New Registration ☐ Change

If this is an application for a change (or correction) check in each block containing change information

County	Registration No.	Party	Pct. No.	Pct. Sub	Co. Com.

1 NAME ☐ Last	First	Middle Initial	Generation	2 Sex: ☐	3 Birth Date: Mo.Da.Yr. ☐	4 Social Security No. or BIA No. ☐

5 ☐ RESIDENCE URBAN ADDRESS __________ OR __________ RURAL ADDRESS

House No.	Street	St. Code	Quad.	Apt.	Municipality	Zip	Address	Twp. Range Sect. Qtr.

6 ☐ MAILING ADDRESS (Complete only if different from 5)

7 Complete only if items 1 or 4 are to be changed

Address	Post Office	Zip	Former Name: Last	First	Former I.D. or Soc. Sec. No.

8 Party Affiliation ☐	9 County, State of Last Registration	10 Place of Birth

[illegible] Dist.	City	Co.				Rep.	Sen.			
1	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
0	F1	F2	F3	F4	F5	F6	F7	F8	F9	F10

I state that I am a citizen of the United States, that I am, or will be at the time of the next election requiring registration, a qualified elector under the laws of the State of New Mexico. I do solemnly swear (or affirm) that the statements herein are true and correct to the best of my knowledge and belief.

Date | Usual Signature of Qualified Elector | Phone No.(8am-5pm)

ACKNOWLEDGED BEFORE ME:
13

Date | Signature of Registration Officer | Code

REGISTRATION OFFICERS COMPLETE ONLY THOSE ITEMS PRINTED IN BLACK.
COUNTY CLERK COMPLETE ITEMS PRINTED IN RED.

[illegible] Party Affiliation

Date of Orig. Reg. in This Co.

[illegible] in County Registration Record

Date | County Clerk | Filing Clerk

This Registration is cancelled for the reason indicated:

☐ Death ☐ Failure to vote ☐ Legal Insanity ☐ Felony Conviction ☐ Voter request

Date | County Clerk | Signature of Voter

ORIGINAL

FORM NO. NMVRI–REV. 4-78

Reprinted with permission of the Doña Ana County Clerk's Office.

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Now that you have registered, how do you vote? There are different ways of voting. In cities, voting machines are used. In many rural areas paper ballots, or those which you mark by hand, are still used. There is one other way of voting--the absentee ballot, which is also a paper ballot. An absentee ballot is used when you know you will not be in town when an election is held. People in the service, old people, handicapped people, and sick people who cannot get to the polls often use absentee ballots. You must be registered in order to vote in any of these ways.

On the next page is a picture of one of the types of voting machine ballots. After you have closed the curtain you will face this ballot with the rows of boxes containing the names of the candidates for office and their party. Above each name is a small lever or pointer which you push down to register your vote. The row of boxes above the candidates lists any special questions the voters need to vote on. The row of blank slots above the special questions is for write-in votes. If you don't like any of the candidates listed on the ballot, you lift the cover to the slot above the column (1, 2, 3, etc.) of the office you are voting for and write in the name of the person you want in that position.

Attention, Voters!

Familiarize yourself with this diagram and directions for operating the voting machine. It will assist you in voting and will save time on election day.

ELECTION OFFICERS: Post in a Conspicuous Place.

Voting Machine
SAMPLE BALLOT
GENERAL ELECTION

NOVEMBER 4, 1980 DONA ANA COUTNY, NEW MEXICO

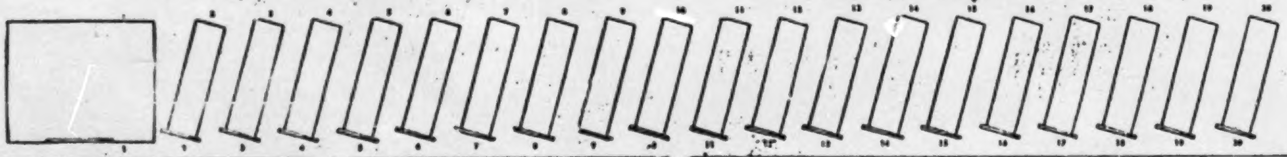
WRITE-IN CANDIDATES: To write in the name of a write-in candidate, lift up the write-in slide cover bearing the numeral corresponding to the designated office and write in the name of the write-in candidate. Once a voter lifts a write-in slide, however, he cannot change his mind and use a candidate pointer in that office. This prevents over-voting.

CANDIDATO WRITE-IN (no en la lista): Para escribir el nombre de un candidato write-in (no en la lista) levante la lámina de write-in (no en la lista) que tiene el número correspondiente al puesto designado y escribe el nombre del candidato write-in (no en la lista). Una vez que el votante levante la lámina de write-in (no en la lista), no obstante, el no puede cambiar de opinión y usar un indicador de candidato en ese puesto. Esto le previene votar otra vez.

BOLETA DE MU
Para Maquina de
ELECCION GEN

4 DE NOVIEMBRE, 1980 CONDADO DE DONA AN

Write-In Candidate Slides
Muesca de Candidato Write-In



¡Atencion, Votant

Familiaricese con este diagrama y las d[illegible] operar la maquina de votar. Le ayud[illegible] ahorrara tiempo el dia de la eleccion.

OFICIALES DE ELECCIÓN: Ponga en un

G-45

QUESTIONS

PREGUNTAS

CONSTITUTIONAL AMENDMENT NO. 1	CONSTITUTIONAL AMENDMENT NO. 2	CONSTITUTIONAL AMENDMENT NO. 3	CONSTITUTIONAL AMENDMENT NO. 4	CONSTITUTIONAL AMENDMENT NO. 5	CONSTITUTIONAL AMENDMENT NO. 6	Question
Proposing an amendment to Article 10, Section 7 of the Constitution of New Mexico to provide for five county commissioners in certain class B counties.	Proposing an amendment to Article 12 of the Constitution of New Mexico by adding a new Section 15 to permit certain large school districts to have seven school board members elected by districts.	Proposing an amendment to Article 2, Section 13 of the Constitution of New Mexico to limit the right to bail in certain circumstances.	Proposing an amendment to Article 5, Section 1 of the Constitution of New Mexico to allow state executive officers to serve two consecutive four-year terms in a state office, excluding incumbents.	Proposing an amendment to Article 2, Section 14 of the Constitution of New Mexico to change the required number of signatures needed to petition to require the convention of a grand jury.	Proposing an amendment to Article 4, Section 10 of the Constitution of New Mexico to increase the reimbursement of legislators for expenses incurred in performing their duties.	Shall Dona Ana County, New Mexico, adopt an Ordinance imposing a County sales tax of one-fourth of one percent (¼%) on the gross receipts of all businesses and services within the County (with certain exemptions as noted in the Dona Ana County Ordinance No. 80-8), which shall be deposited by the County to the credit of the County Indigent Hospital Claims Fund to be used for the support of indigent hospital patients who are residents of Dona Ana County, New Mexico?
ENMIENDA CONSTITUCIONAL NUM. 1	ENMIENDA CONSTITUCIONAL NUM. 2	ENMIENDA CONSTITUCIONAL NUM. 3	ENMIENDA CONSTITUCIONAL NUM. 4	ENMIENDA CONSTITUCIONAL NUM. 5	ENMIENDA CONSTITUCIONAL NUM. 6	Pregunta
Proponiendo una enmienda al Artículo 10 Sección 7 de la Constitución de Nuevo México para proveer por cinco comisionados de condado en ciertos condados de clase B.	Proponiendo una enmienda al Artículo 12 de la Constitución de Nuevo Mexico añadiendo una nueva Sección 15 para permitir que ciertos distritos educativos tengan siete miembros del cuerpo educativo elegido por distritos.	Proponiendo una enmienda al Artículo 2, Sección 13 de la Constitución de Nuevo México para limitar el derecho para fianza en ciertas circunstancias.	Proponiendo una enmienda al Artículo 5, Sección 1 de la Constitución de Nuevo México que permita oficiales ejecutivos del estado servir dos términos consecutivos de cuatro años en un puesto del [illegible] excluyendo incumbentes.	Proponiendo una enmienda al Artículo 2, Sección 14 de la Constitución de Nuevo México para cambiar el número requerido de signaturas necesarias para suplicar la convención de un gran jurado.	Proponiendo una enmienda al Artículo 4, Sección 10 de la Constitución de Nuevo México para aumentar el reembolso de legisladores por gastos incurridos en haciendo sus deberes.	¿Deberá el Condado de Dona Ana adoptar una ordenanza imponiendo un impuesto sobre las ventas en el Condado de un cuarto de un porciento (¼%) en el total de los recibos de todos los negocios dentro el Condado (con ciertas exenciones como esta notado en la ordenanza del Condado de Dona Ana Numero 80-8) que sera depositado por el Condado y sera acreditado a la cuenta de el fondo del indigente en el hospital que son residentes del Condado de Dona Ana, [illegible] de Nuevo Mexico?
FOR THE AMENDMENT / POR LA ENMIENDA — AGAINST THE AMENDMENT / CONTRA LA ENMIENDA	FOR THE AMENDMENT / POR LA ENMIENDA — AGAINST THE AMENDMENT / CONTRA LA ENMIENDA	FOR THE AMENDMENT / POR LA ENMIENDA — AGAINST THE AMENDMENT / CONTRA LA ENMIENDA	FOR THE AMENDMENT / POR LA ENMIENDA — AGAINST THE AMENDMENT / CONTRA LA ENMIENDA	FOR THE AMENDMENT / POR LA ENMIENDA — AGAINST THE AMENDMENT / CONTRA LA ENMIENDA	FOR THE AMENDMENT / POR LA ENMIENDA — AGAINST THE AMENDMENT / CONTRA LA ENMIENDA	FOR THE ORDINANCE / POR EL ORDENANZA — AGAINST THE ORDINANCE / CONTRA EL ORDENANZA

Republican Party
Partido Republicano
Democratic Party
Partido Democrata
Partido La Raza Unida de Nuevo Mexico

OFFICES OFICINAS	1 President and Vice President of the U. S. / Presidente y Vice Presidente de EE. UU.	2 U. S. Representative / Rep. de EE. UU.	3 Corporation Commissioner / Com. de Corporacion	4 Supreme Court Justice / Juez de la Corte Suprema	5 Supreme Court Justice / Juez de la Corte Suprema	6 Court of Appeals Judge / Juez de la Corte de Ap.	7 State Senator / Senador de Estado	7 State Senator / Senador de Estado	7 State Senator / Senador de Estado	8 State Representative / Rep. de Estado	8 State Representative / Rep. de Estado	8 State Representative / Rep. de Estado	8 State Representative / Rep. de Estado	8 State Representative / Rep. de Estado	9	10	11 District Attorney / Procurador de Distrito	12	13 County Commissioner / Comisionado de Condado	14 County Commissioner / Comisionado de Condado	15 County Commissioner / Comisionado de Condado	16 County Clerk / Escribano de Condado	17 County Treasurer / Tesorero de Condado	18 County Assessor / Asesor de Condado	19 County Sheriff / Alguacil de Condado	20 Probate Judge / Juez de Probacion
	1A [illegible] Reagan and [illegible] Bush	2A	3A [illegible]	4A	5A [illegible]	6A	7A	7A [illegible]	7A	8A [illegible]	8A	8A	8A [illegible]	8A [illegible]	9A	10A	11A	12A	13A [illegible]	14A [illegible]	15A	16A [illegible]	17A [illegible]	18A	19A [illegible]	20A [illegible]
	1B [illegible] Carter and [illegible] Mondale	2B [illegible]	3B [illegible]	4B [illegible]	5B [illegible]	6B [illegible]	7B [illegible]	7B [illegible]	7B [illegible]	8B [illegible]	8B [illegible]	8B [illegible]	8B [illegible]	8B [illegible]	9B	10B	11B [illegible]	12B	13B [illegible]	14B [illegible]	15B [illegible]	16B [illegible]	17B [illegible]	18B [illegible]	19B [illegible]	✓ 20B [illegible]
	1F	2F	3F	4F	5F	6F																				
	1G [illegible]	2G	3G	4G	5G	6G																				

INSTRUCTIONS TO VOTER

Move the RED HANDLE completely to the RIGHT. Tis closes the curtain and unlocks the machine for voting.

Constitutional Amendments and Special Questions

To vote for an amendment or question, turn down thepointer over the word "for" under that amendment or question. To vote against an amendment or question, turn down the pointer over the word "against" under that amendment or question.

Turn down a voting pointer over each candidate's name you wish to vote

IMPORTANT: You can make as many changes as you desire while the RED HANDLE is to the RIGHT. The machine is arranged so you cannot turn down more than the proper number of voting pointers for each office, so you cannot spoil your ballot by voting for too many candidates. To make a change simply push the pointer back up and make another selection.

Write-In Candidates: To write in the name of a write-in candidate, lift up the write-in slide cover bearing the numeral corresponding to the designated office and write in the name of the write-in candidate. Once a voter lifts

Your ballot will list only the appropriate Senate and House of Representative [illegible]ce for your precinct. All three Senate and five House listings have been combined here to display the sample ballot.

SOCIAL SECURITY

It pays to check your Social Security earnings record every three years to make sure your earnings are being properly recorded. The Social Security Administration has some $65 billion in earnings that it can't credit to workers' accounts because of various recording problems. Some of that money just might be yours.

Check your record by calling the nearest Social Security Office and asking for the Statement of Earnings postcard of OAR-7004. Fill it in and mail it to the Social Security Administration, Box 57, Baltimore, Maryland 21203. If your statement shows low Social Security earnings in a year when you know you earned more, call or write to get the record corrected. (Note: Your statement will show only the amount of money on which Social Security taxes were paid, not your total earnings.)

Questions asked of the Social Security Office:

1. Who qualifies for Social Security?

   United States citizens and legal aliens who have paid their quotas.

2. How much do you receive?

   It depends--you need ten years' work, and you must have had money taken from your paycheck and deposited monthly.

3. If you work for a farm or small business, how can you know your money is going into Social Security?

   Call your local Social Security Office and ask for a Statement of Earnings postcard. Fill in the postcard and mail it to the Social Security Administration, Box 57, Baltimore, Maryland 21203.

4. If a person is going to retire, how long before he retires will he have to file for Social Security?

   Three months.

5. What is a housewife entitled to under her husband's Social Security

   A retired worker and spouse can get full monthly checks if they wait until they are both 65. If he is 65 and she is 62 she gets only half of his Social Security, reduced by 25%

6. What should you bring with you to the Social Security Office?

   A birth certificate (if you don't have one, bring a marriage record, age on children's birth certificates, or anything that will establish your age.)

7. Does Social Security cover anyone besides older people?

   Yes, they give aid to disabled people. There are Social Security benefits for husbands and widowers of a retired, disabled, or deceased working woman. There is aid for children under 18 or a deceased or disabled worker.

8. How does Social Security help the disabled?

   Over one-third of a million Americans receive payment from Social Security because of severe disabilities which began in childhood.

9. Name some disabilities covered by Social Security.

   Cerebreal Palsy, Epilepsy, Schizophrenia Disorders.

10. How do you get this help?

    Just like other Social Security benefits, you fill out an application. It will be acted on or turned down. Remember, you must prove disability.

11. Let's say you are disabled January 1, 1978, when could you expect to receive your first payment?

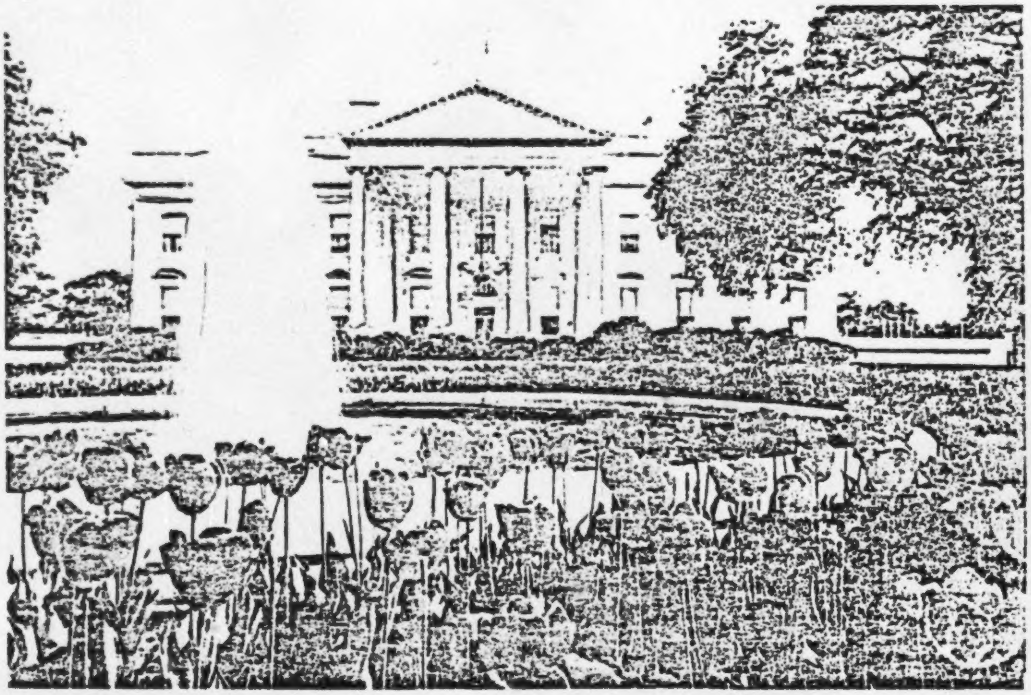
    January 1, 1979.

12. If you have been in an accident which disables you, when should you file?

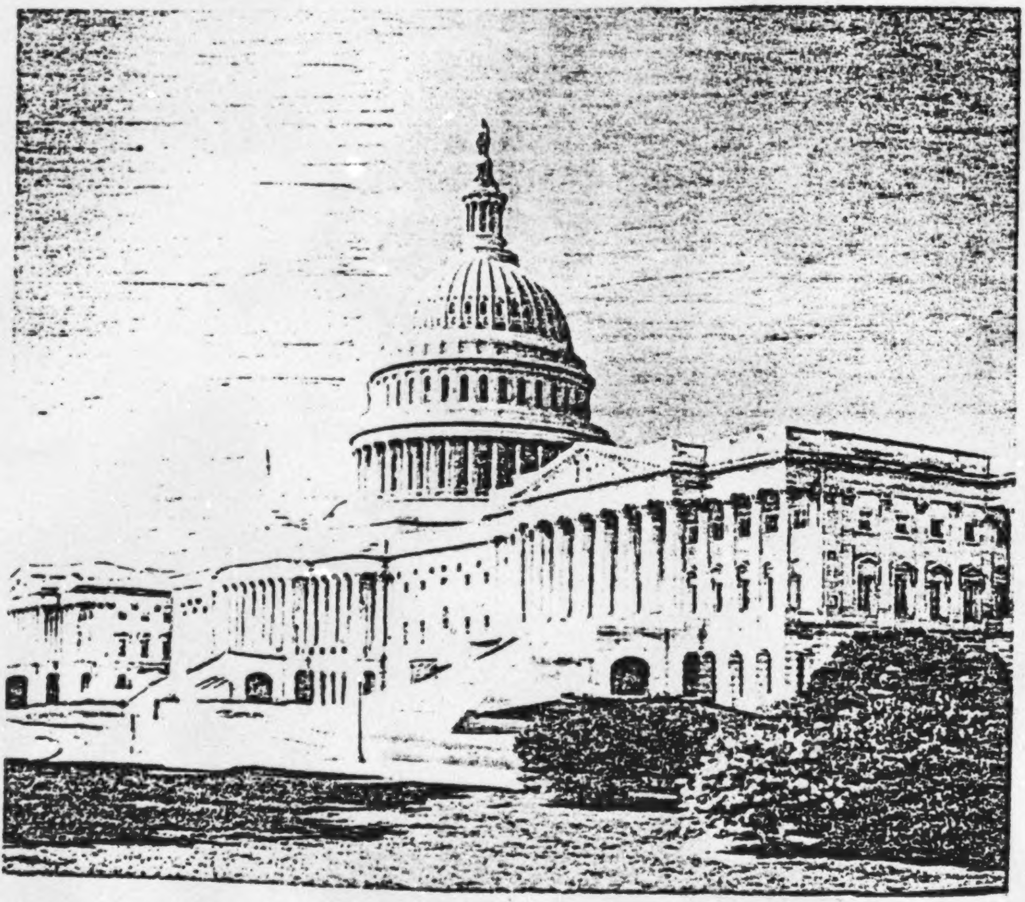
    Be sure to file or have your claim filed immediately after the accident if there has been a disability.

****

Sandra: Let's help Virginia. She does not know what to do for money since her husband died.
Mary: Will she go on Welfare?
Sandra: I don't think so. I think she can collect from Social Security.
Mary: Let's get her to go and ask, okay?
Sandra: Yes, let's go with her. The office is in the Federal Building. She will be able to get payments for the children until they are eighteen.
Mary: We can go tomorrow.

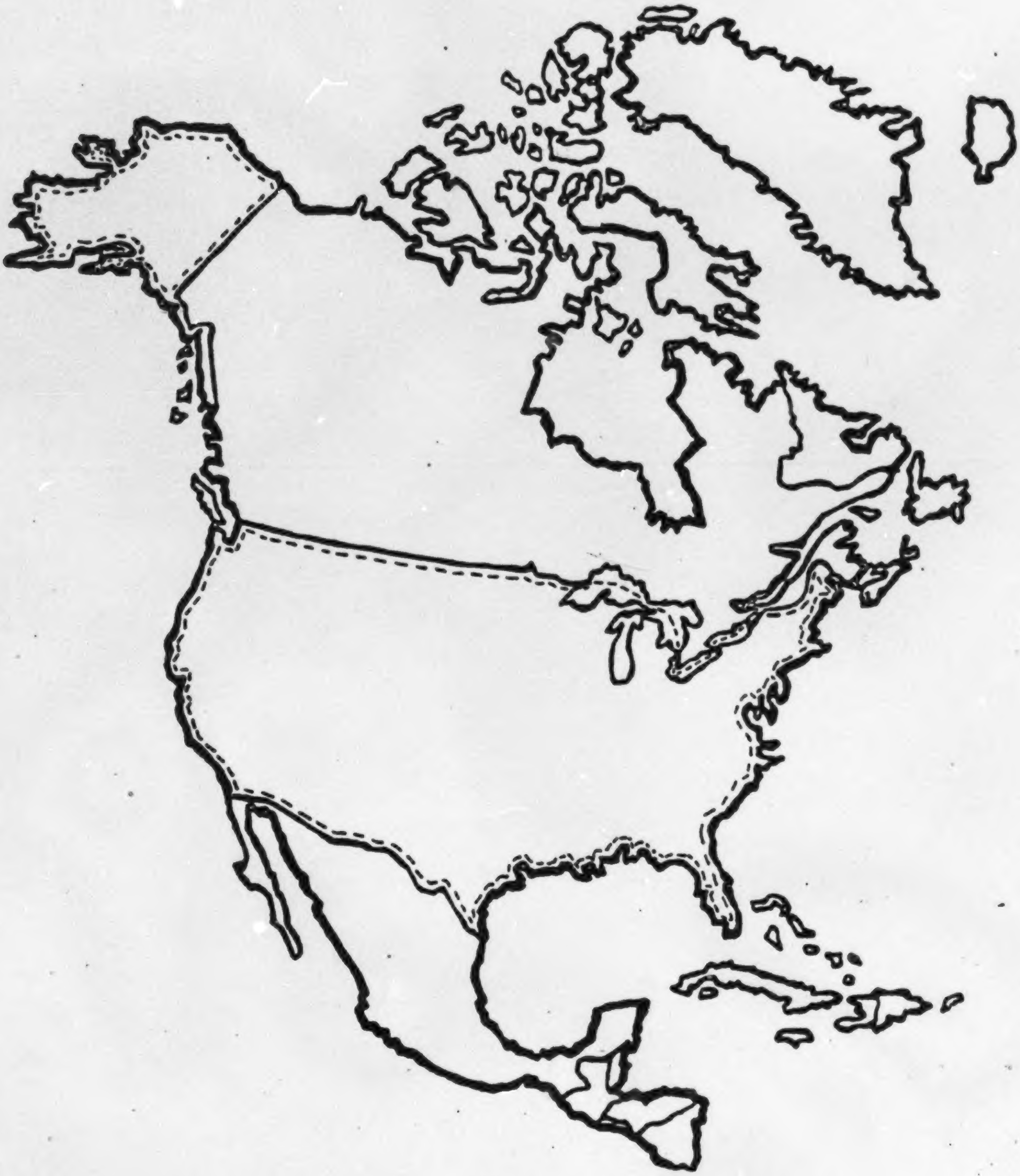


White House



The Capitol
Reprinted from Senator Harrison Schmitt Welcomes You To Washington.

THE UNITED STATES OF AMERICA

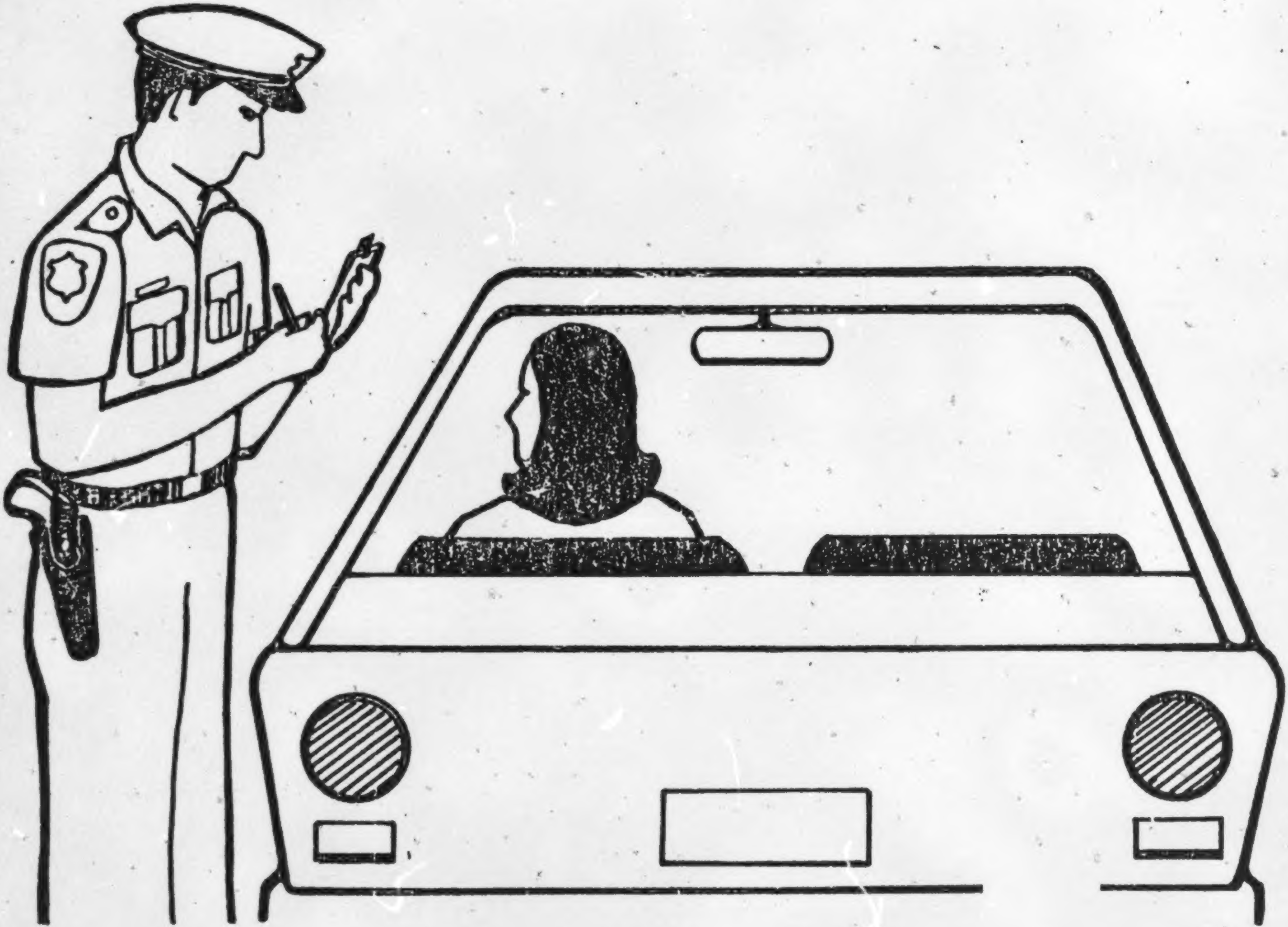


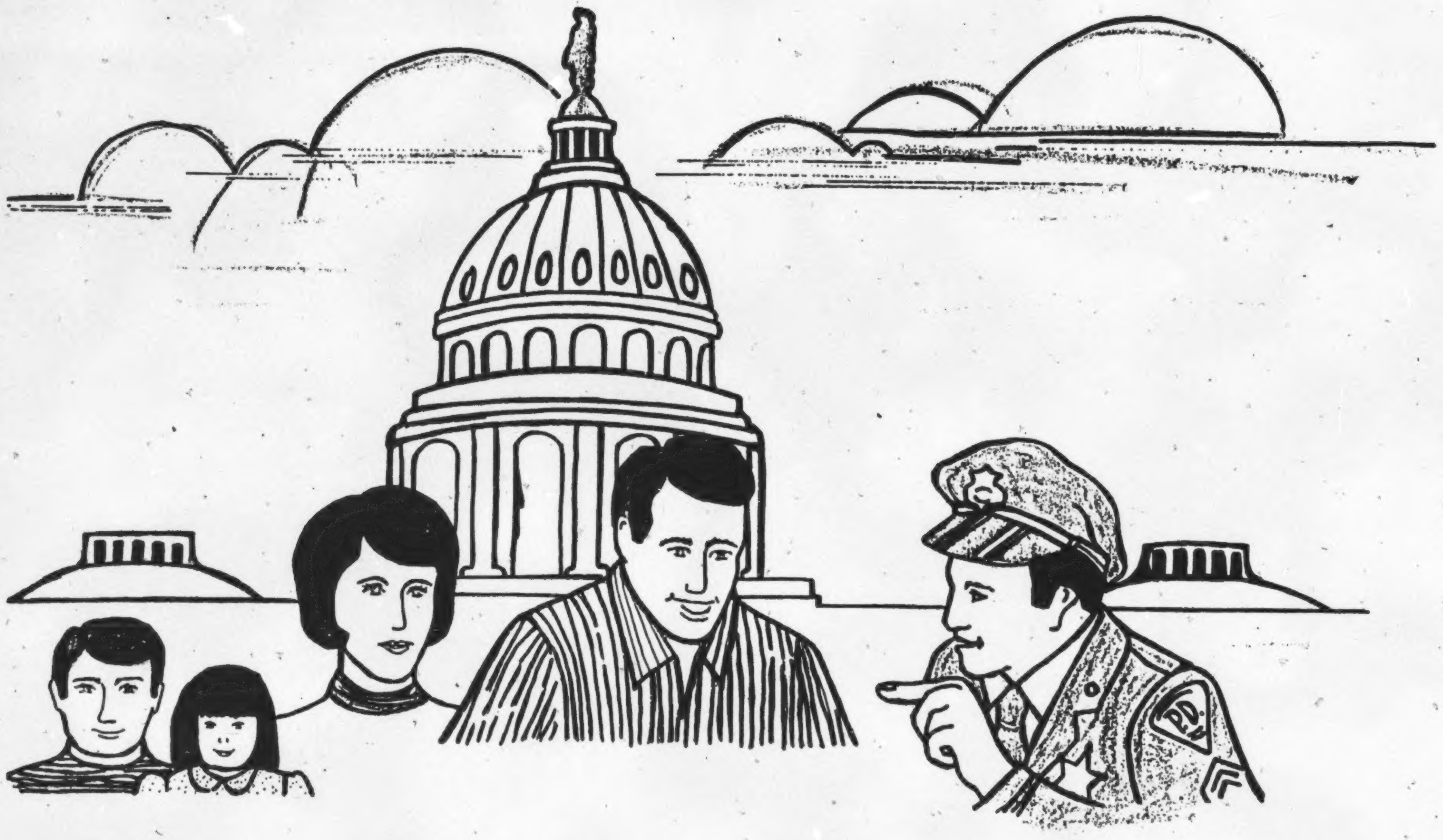
This is a map of North America.

The United States of America is the part inside the dotted lines. Trace these dotted lines.

Make an American Flag on the United States.

Reprinted from Our American Way of Life, Federal Textbooks on Citizenship





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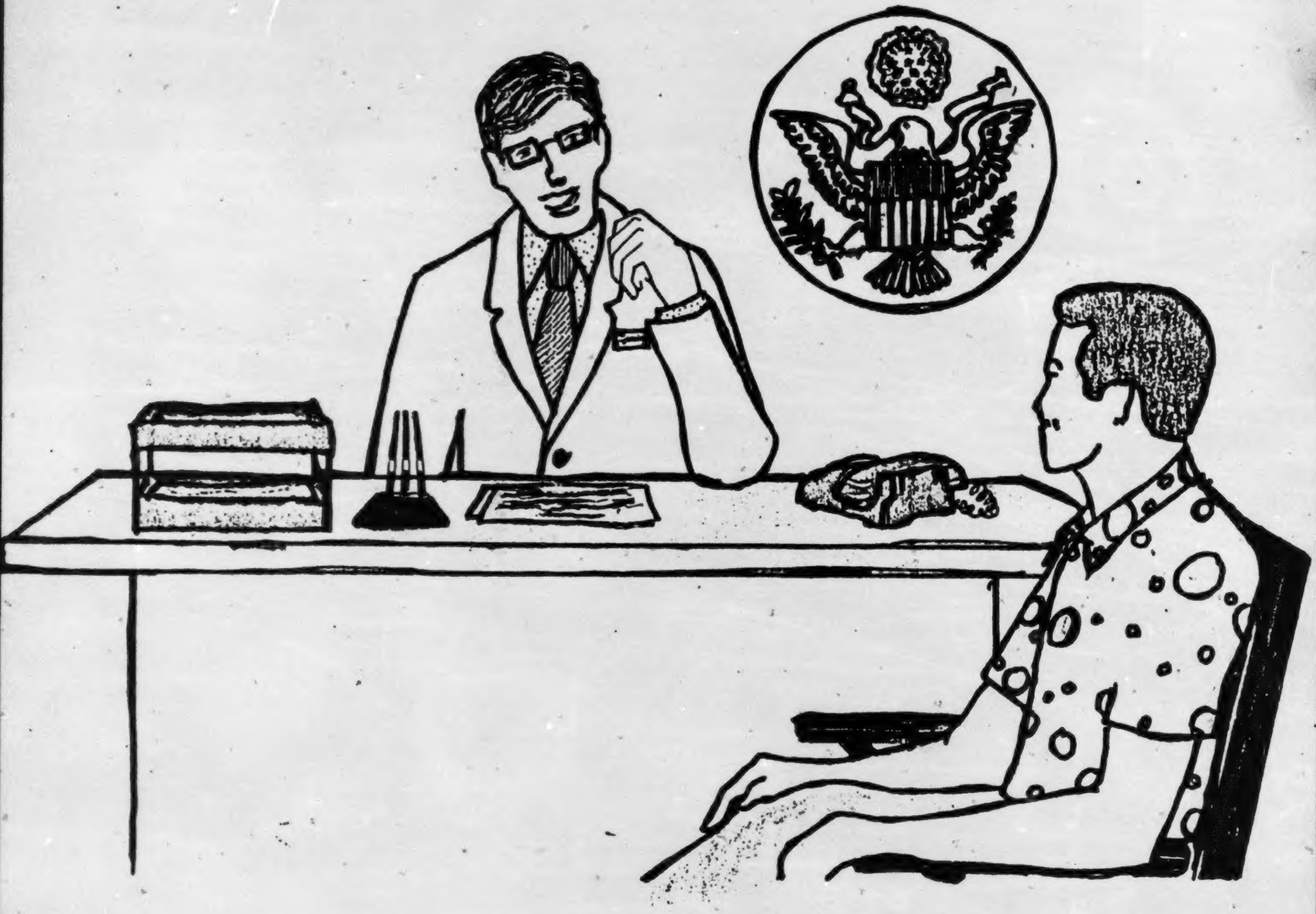

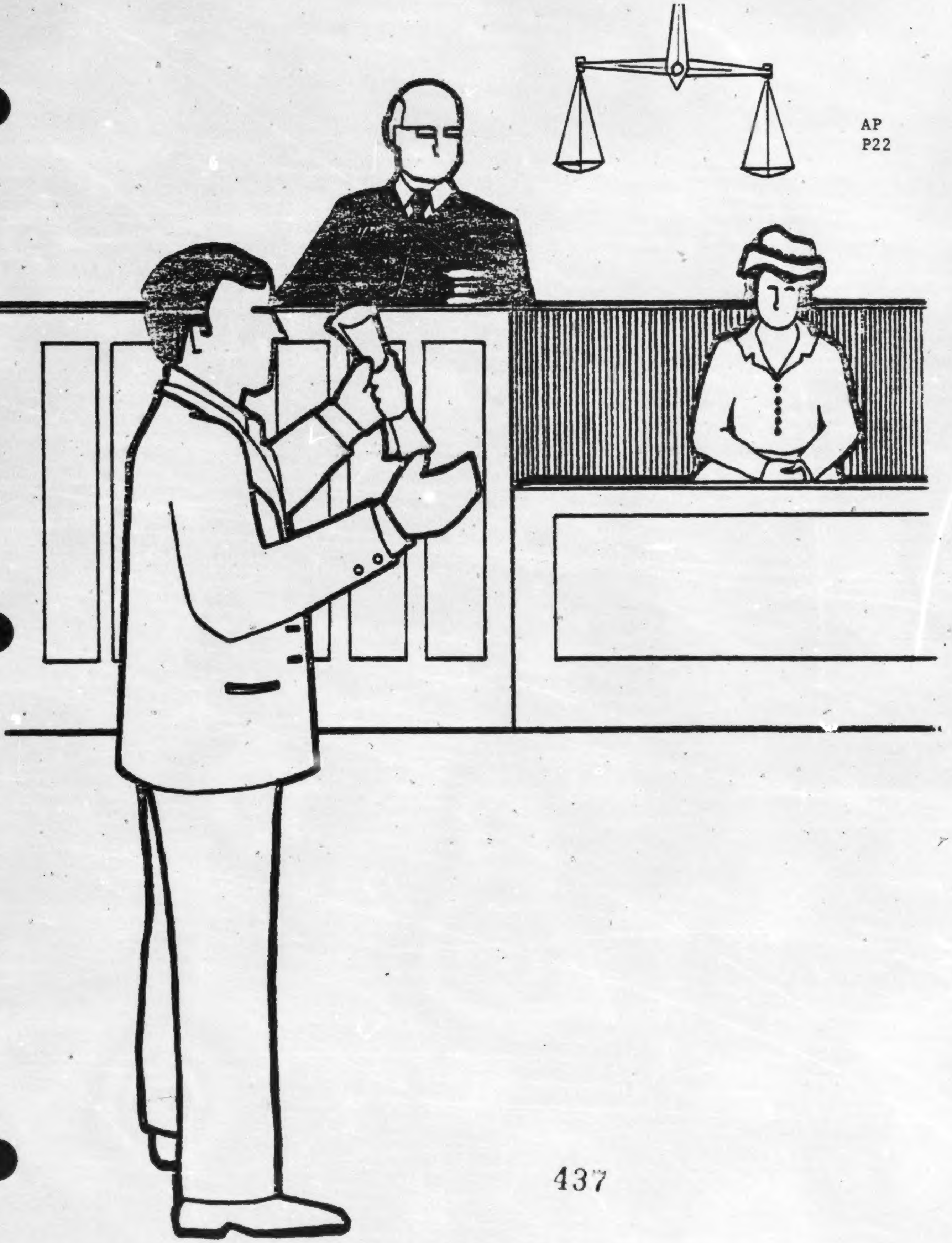
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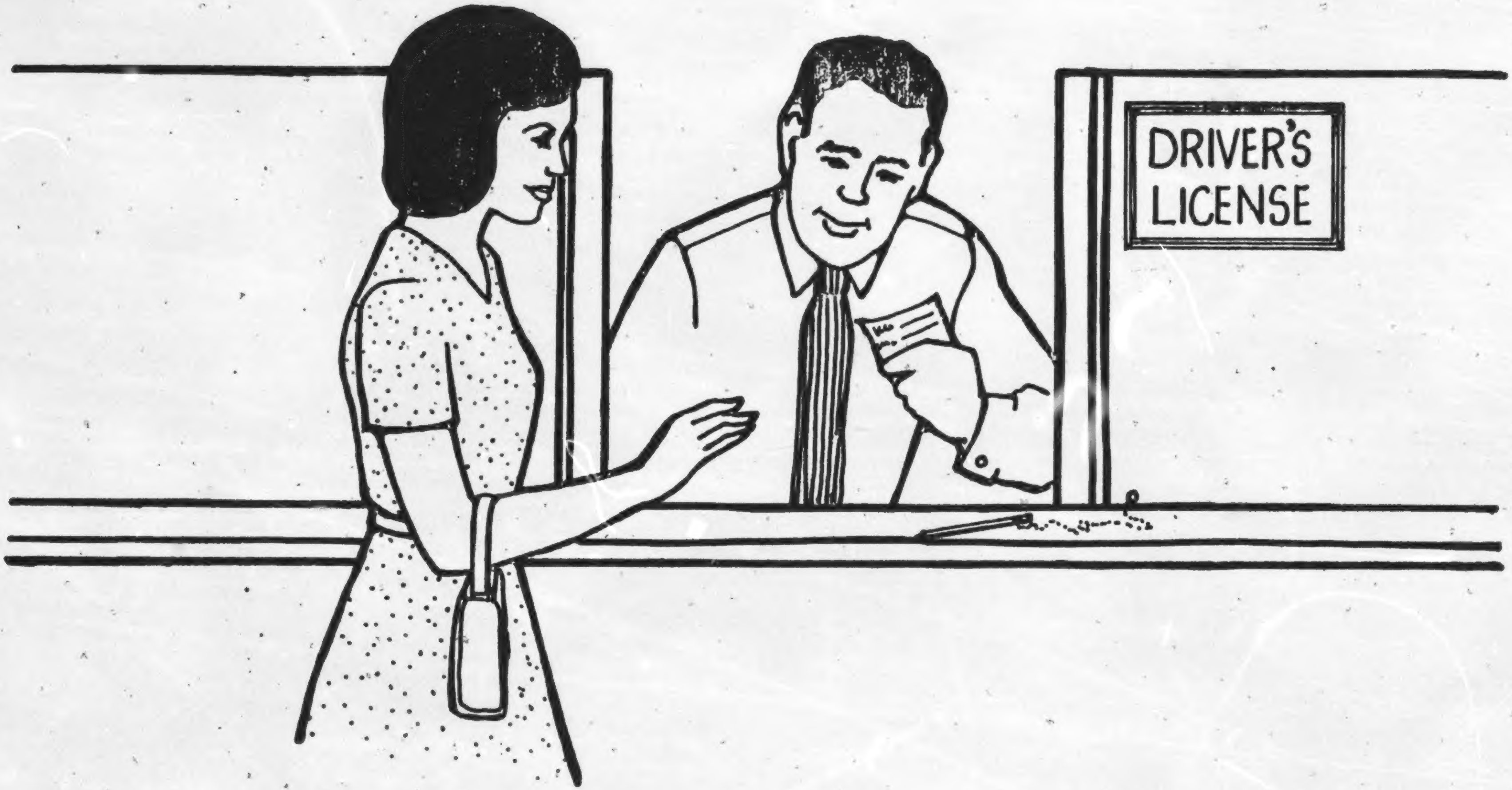
DRIVER'S LICENSE